



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Alfriston School

**Penn Road
Beaconsfield
Bucks
HP9 2TS**

Lead Inspector
Mr Rob Smith

Announced Inspection
30th & 31st October 2006 09:30

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 | Alfriston School |
| Address | Penn Road Beaconsfield Bucks HP9 2TS |
| Telephone number | 01494 673740 |
| Fax number | 01494 670177 |
| Email address | |
| Provider Web address | |
| Name of Governing body, Person or Authority responsible for the school | Buckinghamshire County Council |
| Name of Head | Mrs J Male |
| Name of Head of Care | Mrs M Levitt |
| Age range of residential pupils | 11-18 |
| Date of last welfare inspection | 27/02/06 |

Brief Description of the School:

Alfriston School is a day and boarding special school for girls run by Buckinghamshire County Council Education Authority.

The school provides for girls with moderate learning difficulties in the age range of 11-18. The school had 117 pupils on roll at the time of this inspection with capacity for 20 boarders. The boarding provision was, at the time of this inspection, limited to three nights a week operation due to past staff shortages. The school is currently considering the merits of re-establishing a fourth boarding night in consultation with parents and the local authority.

The school is located close to the town of Beaconsfield in an attractive rural setting with spacious and well-maintained grounds. The main school building, which houses the residential accommodation, dates back to 1907. Various building additions and developments have taken place since then. The school originally opened in 1950.

This was the fourth welfare inspection of the school's boarding provision. A recent Ofsted inspection of the school had taken place in October 2006. That inspection had been very positive about the quality of care and boarding provision in the school.

The school had appointed a new Headteacher in September 2006.

SUMMARY

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

This inspection was planned in advance with the school with approximately two weeks notice.

Before the inspection the inspector looked at:

- information submitted by the school; and
- 10 questionnaires returned by parents of boarders.

During the inspection the inspector;

- talked with the Headteacher, Head of Care and other staff working in the school and attend a boarding staff meeting
- talked with boarders during mealtimes after school activities and over breakfast about their experience of boarding
- looked at a range of individual pupil and school records policies and procedures
- checked the areas set aside for boarding in the school .

What the school does well:

The school provides an excellent overall standard of care for boarding pupils, lots of whom told the inspector they really enjoyed being in boarding.

Boarders' health and care needs are clearly identified and consistently met by the staff team.

The boarding team has a lot of relevant experience, qualifications and skills to enable them to meet boarders' needs.

The atmosphere in boarding is happy and relaxed and boarders enjoy excellent relationships with the staff who look after them. Boarders are well supported if they have any problems and said they felt well looked after by staff.

The school encourages boarders in maintaining an excellent standard of behaviour and boarding provides excellent support for their education.

The school keeps boarders very safe and responds promptly to any concerns that arise.

Boarding is well organised and monitored and recognised as an important part of the school.

What has improved since the last inspection?

The school has continued to improve the physical accommodation for boarders with improvements in the dorm areas and in the showers and bathrooms.

Systems had been put in place to keep water temperatures at a safe level for boarders and other pupils.

A new member of staff had joined the boarding team.

What they could do better:

This inspection did not find any significant areas of concern at all so no formal recommendations have been made.

Welfare advice was however offered around further tightening of medication recording procedures, risk assessments for pupils whose behaviour might pose a higher level of risk than usual and development of more integrated systems for assessing and reporting on the quality of boarding provision.

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

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office.

DETAILS OF INSPECTOR FINDINGS

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Scoring of Outcomes

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Being Healthy

The intended outcomes for these standards are:

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

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

14

Quality in this outcome area is good.

The school paid appropriate attention to identifying and meeting boarders health care needs to ensure their health was consistently promoted.

This judgement was made using the available evidence including a visit to this service

EVIDENCE:

The school maintained a clear expectation that while minor health care and long-term medication needs would be met within the school for both boarders and day pupils, any pupils who were unwell should be cared for at home by their parents. Boarders who became unwell were expected to be taken home. Boarders retained their registration with their 'home' GPs dentists etc rather than be registered locally by the school. Within these boundaries inspectors found that management of health and medication needs by the school was good.

Boarders' health care needs were identified during the planning of their potential admission to boarding and in initial information gathering with parents. Evidence of this was seen on a sample of boarders' files and placement plans. Information gained from parents and relevant permissions for medication administration were updated annually.

Oversight of daytime health care needs and management of daytime medication administration was managed by a member of staff with this specific responsibility. During boarding times this oversight was assumed by the Head of Care. Appropriate records were being maintained of medication administered in boarding and secure storage facilities were available. Advice was offered about tightening the monitoring of medication coming in and leaving the school. This was acted upon immediately by the Head of Care.

The care staff team had received training since the last inspection on safe management of medication.

Any illnesses, accidents or emerging health concerns were promptly shared with parents for them to pursue with the relevant health services where necessary. Files for pupils showed good recording of accidents, illnesses and emerging health concerns.

Routine regular health checks, dentists, opticians etc were regarded as a primary responsibility for parents, rather than the school, to exercise. Discussion with staff did however confirm that if any concerns arose about parental failures in these areas appropriate action was taken to follow up. Regular immunisation programmes were undertaken by the local school medical service.

Appropriate numbers of staff on boarding and day sides of the school were first aid trained. The school also held a Healthy Schools initiative award.

Staying Safe

The intended outcomes for these standards are:

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

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

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

Quality in this outcome area is excellent.

Day to day practice and facilities within boarding ensured pupils privacy and confidentiality was promoted consistently

Complaints procedures and accessible relevant information were in place to ensure any concerns about pupil welfare could be raised and dealt with promptly.

The school worked effectively in managing any arising welfare concerns about pupils to ensure their welfare was safeguarded.

Good attention was paid to ensuring the welfare of pupils was safeguarded in relation to bullying and unauthorised absences

The staff team successfully promoted very high standards of behaviour on the part of pupils.

Health and safety matters were thoroughly assessed to ensure pupils and staff worked and lived in a safe environment.

Recruitment procedures were designed to ensure only adults suitable to work with children were appointed to work in the school.

These judgements were made using the available evidence including a visit to this service

EVIDENCE:

Staff were supplied with a suitable range of guidance on matters of privacy and confidentiality in working with boarders. Facilities in boarding such as showers and toilets offered good levels of privacy. Dorm areas were typically shared by up to four girls but low level partitioning provided an adequate level of separate personal space for each boarder and boarders did not identify this as a problem in any way. Information on pupils, whether day or boarding, was stored safely and confidentially in secure office areas. Staff spoken with were aware of the boundaries of confidentiality in respect of child protection matters.

Appropriate complaints procedures were in place for pupils, parents and other parties. No formal complaints had been received by the school since the last inspection and none either by CSCI directly. It appeared any minor points of concern raised by pupils or parents were dealt with promptly at an informal level avoiding any need for consideration of formal complaint.

Appropriate procedures were in place around managing child protection concerns. Regular child protection training was provided for all staff and a number of care staff had also completed an NSPCC distance learning course on child protection in school settings. Staff spoken with were aware, and understood the role, of the designated teacher for child protection matters, who was the Headteacher. Observation of staff meetings and other conversations confirmed that good communication was in place over any emerging concerns about pupils, usually arising from their home settings. Checks of a sample of boarders' records confirmed that school boarding staff made full contributions to joint agency investigations and subsequent monitoring plans for children either on the child protection register or deemed to be in need. No child protection concerns had arisen in relation to practice at the school since the last inspection.

Boarders spoken with did not raise any concerns about bullying and this was borne out by observation of the way pupils behaved both on the day and boarding sides during this inspection visit. A survey conducted by the school of all pupils in early 2006 on the subject of behaviour and bullying, the results of which were seen during this inspection, did not identify any serious areas of concern. The generally high level of staff supervision and speedy intervention in respect of any misbehaviour clearly contributed significantly to this state of affairs.

Clear guidance was in place for dealing with any unauthorised absences from school and non-attendance at school was quickly picked up and dealt with. No recent incidents of unauthorised absence from school were reported as having occurred. Again levels of staff supervision and awareness of pupils' whereabouts minimised the likelihood of this happening.

Standards of pupil behaviour in both boarding and day school were seen to be very high, with little evident serious misbehaviour. A simple system of warning cards was in place to warn pupils and their parents when behaviour was becoming unacceptable backed up where necessary within the boarding side by a range of simple sanctions. Records of sanctions were checked during this inspection and found to reflect appropriate measures usually losses of privileges or short 'time out' periods of reflection. Staff confirmed that serious misbehaviour in school, or in boarding, might lead to suspension of the boarding place if the welfare of other boarders were to be put at risk. Feedback from parents was of unanimous approval of the school's simple but effective approach to managing discipline.

It was also good to note the generally co-operative and helpful spirit amongst the boarding group, with older more able girls often looking after the interests of younger more vulnerable pupils.

The need for physical intervention by staff was very rare but the staff team did receive regular initial and top up training in the methodology approved for use by the local authority.

Health and safety matters were thoroughly and effectively managed by an identified member of the school staff team who received appropriate training and support in this area of practice. The school had received high scores in a recent audit of health and safety matters by a central local authority monitoring team and only a few minor areas for improvement were noted. During this visit samples of risk assessments, fire safety measures and water temperatures checks were seen and noted to be satisfactorily maintained. The overall fire risk assessment was in need of updating but this work was now in hand, so no recommendation has been made at this time. New automatic fire door retainers had been installed in liaison with the fire authority to aid monitoring of pupil activity in the boarding area.

No evident health and safety risks were noted during this visit and it was good to note the work being put in by the school for the necessary physical building adaptations for one pupil of very short stature.

The school followed established local authority recruitment procedures for new staff. Apart from the Headteacher one new staff member had started at the school since the last inspection. Records for the Headteacher were maintained at central County offices so were not seen on this occasion. The last inspection had reported positively on the quality of recruitment practice and procedures were said to be unchanged since that time. The school had carried out a recent audit of CRB clearances in anticipation of a three-year renewal cycle starting. The school confirmed that as a result of that audit all staff, and where relevant other resident adults had current CRB clearance.

Appropriate security measures for the school grounds and buildings were in place with strictly controlled access to boarding areas through key-coded doors. Systems were in place for recording and 'badging' visitors to the school and making them aware of safeguarding expectations.

Enjoying and Achieving

The intended outcomes for these standards are:

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

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

12 & 22

Quality in this outcome area is excellent.

The arrangements for boarding helped ensure pupils' progress in school was encouraged and sustained.

Boarding and school staff worked hard to ensure the individual support needs of pupils were consistently met.

This judgement was made using the available evidence including a visit to this service

EVIDENCE:

Observation of the day to day organisation of boarding confirmed pupils were well supported in their educational work. Morning routines helped ensure pupils were ready and equipped for school each day. After school boarding and teaching staff supported pupils in a set homework period before relaxing into evening boarding routines and activities.

Boarders' placement plans integrated a small number of relevant developmental targets from their education plans. A recent Ofsted inspection had been very positive about the contribution boarding made to educational achievement and had advised some more detailed monitoring take place in boarding of pupils progress against selected targets. The Head of Care was in the process of deciding how to implement this suggestion and further advice was offered during this visit.

During this visit the inspector noted a good level of communication between boarding and school staff to ensure both sides worked consistently in

supporting boarders' educational and care needs. The day-to-day communication was backed up by the weekly boarding team and pupil pastoral support meetings at both of which boarding and teaching staff shared information. Boarding staff contributed fully to educational reviews involving boarding pupils.

Discussion with the Head of Care and other staff in boarding confirmed a good awareness and sharing of boarders individual support needs linked to their situation both in school and at home.

A formal key worker system was not in place within boarding as pupils were encouraged to speak to whichever member of staff, boarding, teaching or support staff they felt most comfortable with, if they had any worries. Pupils in discussion said they felt well supported and looked after by staff and could talk to them easily if they were worried. One girl was undertaking her first night of boarding and staff were seen to be diligent in their monitoring of how she was coping.

The school also had a well-established counselling service whereby pupils could directly book sessions with an external counsellor who visited the school on a regular planned basis.

Formal advice for pupils on health and developmental issues was delivered by the PSHE part of the educational curriculum. More informal advice was offered via teaching, medical and boarding staff.

The school did not provide any specialist therapeutic services on site but did have access to speech and language and physiotherapy services offered by the local authority. Occupational therapy assessment had also been arranged in the respect of the needs of one pupil. More specialist input, for example from medical or adolescent mental health services, would be arranged in consultation with parents as primary carers.

The diverse needs of pupils arising from issues of disability, race culture or religion were satisfactorily addressed. Examples of this were seen in the way the school had worked to make its premises safe and usable for a pupil with a particularly short stature. Menus provided vegetarian options. The Head of Care was also able to describe the sensitive way in which the needs of a Muslim child were taken into account in planning her admission into boarding in liaison with her family.

Making a Positive Contribution

The intended outcomes for these standards are:

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

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

2, 9, 17 & 20

Quality in this outcome area is excellent.

The school worked hard to ensure that pupils had opportunities to voice their views.

The approach of school staff ensured relationships with pupils were honest and respectful.

Appropriate written plans were in place to ensure boarders' care needs were met consistently.

Within the current limited context of boarding staff ensured appropriate arrangements were in place for pupils to maintain contact with their families.

These judgements were made using the available evidence including a visit to this service

EVIDENCE:

Observation of day-to-day practice confirmed that pupils were able to exercise reasonable choice in areas such as meal options, evening activities, out of school clothing etc. The older group of boarders in the flat were able to

exercise greater degrees of independent choice, for example going out to choose and buy food for the evening meal they had to prepare during their boarding stay.

Observed relationships between staff and pupils confirmed an open and listening approach that encouraged pupils to make their views known. More formal opportunities for pupils' feedback existed with the boarders' forum and the school council that were in place. As noted earlier the school had also undertaken a survey in early 2006 of pupils' views on a range of issues around behaviour management.

During the course of the inspection visit relationships between staff and pupils in boarding were seen to be generally relaxed and friendly though held within clear boundaries of appropriate behaviour and respect. Staff treated pupils respectfully and this was repaid in kind. Pupils clearly trusted and were at ease in their relationships with staff helped significantly by the low level of staff turnover in boarding.

Appropriately detailed personal information, placement plans and individual profiles were maintained and kept up to date by the Head of Care. These helped ensure good oversight and consistent meeting of boarders' care needs. Discussion was held with the Head of Care about meeting the needs of pupils who might present higher than usual levels of risk either to themselves or others; an example was a pupil with sleep –walking tendencies. While it was clear that appropriate steps had been taken to manage this safely as a matter of welfare advice the Head of Care was advised to put in place individual risk assessments in future for such situations to both ensure consistent approaches were being taken and to evidence the steps taken by the school.

Due to the limited level of boarding, currently only three nights a week, maintenance of contact between boarders and their families was not a significant issue. Pupils did however have ready access to a private payphone if they wished to receive or make calls to family or friends confidentially. Families were free to visit at reasonable times though it would appear few in reality did. Parents' feedback was however that they were always treated warmly by staff at the school and able to see their child in private if they wished. The overall level of communication by the school was praised by parents in questionnaires received.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

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

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

23 & 24

Quality in this outcome area is good.

Pupils were provided with a good range of facilities and satisfactory quality of accommodation in which to live at the school.

This judgement was made using the available evidence including a visit to this service

EVIDENCE:

The school was located in a pleasant rural setting, just outside the town of Beaconsfield. The original school building had been adapted and converted over many years to suit the changing needs of day and boarding pupils.

Boarding accommodation was provided on the upper floors of the main school building. It consisted of dorms housing a usual maximum of four boarders, a large communal lounge and a separate flatlet for up to four, with kitchen and lounge areas for older girls developing independence skills. The school had continued to reduce the numbers of boarders in each dorm to the current level of four, which provided additional personal space and also scope for desks and computers for pupils who wished to study in the evenings away from the main group.

Ample bathroom and toilet facilities were available and the privacy had been improved with installation of more modern separate cubicles with additional curtaining.

Boarding areas were clean, tidy and well decorated with satisfactory heating and ventilation. Boarders had scope, if they wished, to personalise their own bed area although few appeared to choose to do so. The main lounge was comfortably and attractively furnished and had the usual range of TV, video and DVD facilities. There were stocks of various games and pastimes as well as access to art and craft materials.

As well as the specific identified boarding areas boarders also made use of various other parts of the main school and grounds in the course of evening activities. The school had ample grounds and external sports and play areas.

Staff sleeping-in rooms were appropriately located in relation to main dorms and the older girls flat to provide satisfactory levels of night-time supervision of, and access for, 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)

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

1, 28, 31, 32 & 33

Quality in this outcome area is excellent.

The school provided an appropriate range of information on boarding to inform parents and pupils.

The staff team in boarding was suitably experienced and able to meet the needs of boarders consistently.

The competency and management of boarding staff ensured they were able to provide excellent standards of care for boarders.

The overall management and running of the school ensured children and staff experienced a safe, consistent and stable environment in which to live and work.

The governing body and local authority was carrying out regular monitoring visits to ensure standards of care remained high.

This judgement was made using the available evidence including a visit to this service

EVIDENCE:

The school provided appropriate and updated information about the general operation of the school and the specific ethos and operations of boarding in line with the expectations of the standards.

The staff team in boarding, which consisted of full and part-time care staff supported by main school staff on extraneous duties, contained a very good range of experience in residential special school provision. Observation of staff working with pupils and subsequent discussion with staff indicated a very good understanding of pupil needs and an evident ability to meet them appropriately. This was confirmed by the positive pupil and parent feedback about the quality of care provided.

Staffing levels on duty were satisfactory to meet the varying needs of pupils. Typically three to four staff were on duty each evening, two carried out sleeping in duties and two staff covered morning routines. Given the current range of needs and behaviours of boarders these were judged to be satisfactory arrangements. Staffing levels were increased if necessary to cover specific events or activities. Discussion with the Head of Care confirmed that careful consideration was given to the levels of needs of boarders and the consequent levels of staff needed on duty. An example was the planning of extra staff input to support the possible admission of a pupil to boarding with higher than usual personal care needs.

The care staff team, apart from a newly recruited staff member who was already employed on other duties in the school, had achieved the relevant levels of NVQ qualification, which was very positive to see. The new care staff member had now started on her NVQ. The Head of Care was appropriately qualified and experienced although in common with the needs of other residential special schools the local authority did need to pursue options for appropriate management training for Heads of Care.

Organisation of boarding was smoothly run by the Head of Care with due attention paid to effective rostering of staff and time for weekly team meetings and individual supervision for staff.

The school had experienced a change of Headteacher since the last inspection. Feedback from staff and particularly from a number of parents confirmed this transition had been managed well with no discernible impact on the quality or

consistency of care offered to boarders. The Head of Care confirmed that she was appropriately involved in decision-making and consultation on matters specifically related to, or that might impinge on, boarding. The regular Monday boarding team meetings attended by boarding staff Headteacher, deputy Headteacher and assistant Headteacher was further confirmation of the importance attached to boarding matters in the overall management of the school.

Evidence was seen of regular monitoring of key records such as sanctions and physical interventions by the Headteacher. Annual reporting on boarding quality had to date been incorporated in the overall school improvement planning structure and related reporting to governors and the local authority. As a matter of welfare advice discussion was held with the Head of Care and Headteacher about the need to develop more integrated systems for assessing and developing the quality of boarding, drawing on the various strands of information available through parent and pupil feedback, governors' visits complaints etc.

The governing body had been undertaking regular visits to check on the welfare of boarders. This responsibility had now been partly assumed by a suitably experienced local authority officer who will be carrying out the formal half-termly visits in future while governors will continue to visit and report to the governing body but on a less formal basis. While this is an acceptable arrangement the governing body will need to remain clear that the responsibility for ongoing monitoring of boarding quality still rests with them even if the visits are undertaken on their behalf by another party.

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 | 3 |
| 15 | x |

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

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

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

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

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

Are there any outstanding recommendations from the last inspection? No

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) |
|-----|----------|----------------|--|
| | | | |

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