

White Spire

Inspection report for residential special school

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Inspector	Christopher Garrett
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About this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcome for children set out in the Children Act 2004 and relevant National Minimum Standards for the establishment.

The inspection judgements and what they mean

Outstanding:	this aspect of the provision is of exceptionally high quality
Good:	this aspect of the provision is strong
Satisfactory:	this aspect of the provision is sound
Inadequate:	this aspect of the provision is not good enough

Service information

Brief description of the service

White Spire School is a mixed co-educational special school for students aged five to 19 with moderate learning difficulties. The school is maintained by Milton Keynes Council and is situated in Bletchley, close to Milton Keynes.

The school currently offers boarding places for up to 20 of its pupils on a flexible basis; five boarders were using the service at the time of this inspection. The boarding accommodation is on the first floor of the main school building and two meals are taken in the school dining room.

Summary

The purpose of this visit was to conduct an announced inspection of all of the key national minimum standards for Residential Special Schools. Some additional standards were also inspected. The inspection was completed over a two day period and was conducted by an Ofsted social care inspector.

The judgements in this report have been made using new benchmarking guidance that was implemented on 1 April 2008. Information about this guidance can be found on the Ofsted website. The new basis for making judgments is not directly comparable with that used previously.

In November 2008 it became a requirement for the inspection to comment specifically on the promotion of equality and diversity within the school.

The overall standard of care for the children at the school is satisfactory. Some aspects of how the school promotes the welfare of the children are good and outstanding.

Parents and other stakeholders indicate that they are very happy with the care that the school provides and of the commitment demonstrated by the staff. Parents are kept well informed and are routinely consulted about any issues relating to their children. Boarders enjoy their boarding experience.

The school has many strengths and has developed a number of good care practices. There is an emphasis on the boarders being able to acquire and develop a range of self help and independence skills to help them as they move into adulthood.

Boarders are encouraged to eat healthily and have the opportunity to be involved in the preparation of some of their evening meals.

Staff are aware of their roles and responsibilities in safeguarding the young people. Boarders are given advice and guidance how to keep themselves safe. Boarders are aware of the standard of behaviour expected of them and the consequence when they do not get this right. There are some shortfalls in the school's fire procedures and practice which potentially place the staff, boarders and visitors at risk. The school has strictly adhered to guidance, provided to them, on recruitment and vetting of staff. However recent examination of the guidance has shown that it does not fully comply with the requirements of the national minimum standards.

There are good systems in place for communication between the care and education teams. This allows both teams to be kept informed about the children's individual education and care needs. The children are given individual support if a need is identified.

The outcomes for helping the boarders to make a positive contribution are outstanding. A significant feature of the school is the commitment that is given to allowing the children to make choices and be involved in key decision making. The boarders and staff enjoy good relationships. Admissions to the boarding are planned and care staff, parents and boarders are involved in care planning.

The boarding accommodation is satisfactory and is sufficient to meet the personal and social needs of the current numbers of boarders. There is a lack of appropriate facilities for the boarders to practice some of their independence skills. Programmes of refurbishment and redecoration to the boarding accommodation have recently been put on hold and it is unclear when these will be reinstated.

The boarders receive a service suitable for their needs. They are cared for by a dedicated and committed care team. The head and head of care provide good leadership. Staffing levels are sufficient for the current numbers of boarders, but access to some off site activities is restricted by lack of mini bus drivers. There are good established systems for the governors to visit and report on the care within the school. The provision of staff supervision is underdeveloped.

The overall quality rating is satisfactory.

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

Improvements since the last inspection

This section reports only on improvements relating to recommendations set at the previous inspection. The school has been proactive in addressing a number of recommendations made following the last key inspection held in June 2007.

Boarding staff now have access to details of the school's Personal Social Health Education (PSHE) programme. This allows them to be aware of what subjects are being discussed and to offer additional support during the boarding time. Amendments have been made to the positive handling of records and provide a space to record any for any injuries that are caused during an incident. Information relating to cleaning products has been collated in a central file which is kept in the cleaners' storage cupboard in the boarding area. Second references are now routinely obtained as part of the school's recruitment and vetting procedures. Members of the governing body now undertake regular visits to the boarding provision and write a report on their observations and findings. These are shared with the senior staff and with the board of governors.

Helping children to be healthy

The provision is good.

The boarders' health needs are identified and promoted. The school offers weekly flexible boarding arrangements with the maximum stay being of up to four nights. Consequently the prime responsibility for the healthcare of the boarders remains with their parents or carers. The school has an established system of pre-admission and on going consultation with parents and carers. This ensures that care staff has sufficient medical information to provide a continuity

and consistency in meeting the boarders' health needs whilst they are boarding. As part of this process the school obtains appropriate parental information to deliver personal care and to administer prescribed medication. Parents are required to provide any non-prescribed medication that they would like staff to administer. Emergency protocols are drawn up in consultation with the school nurse and parents for any boarders who have specific health needs. Details of the boarders' health needs and how these are managed are recorded in their individual health plans.

The school takes good measures to ensure that the pupils' medical welfare is safeguarded. The school has developed and implemented robust systems for the storage, administration and recording of prescribed and non prescribed medication. The school nurse provides all care staff with training on the administration of medicines. A sufficient number of the staff with boarding responsibilities have a current first aid qualification which ensures that the boarders have ready access to a suitably qualified person at all times.

The school places a strong emphasis on the development of personal skills and the acquisition of life skills. Personal hygiene is addressed through targets with the individual care plans. Health and social matters are addressed through the school's PSHE lessons. Care staff are able to access the details of the PSHE curriculum on the school intranet and provide additional advice, guidance and support to the boarders on personal hygiene health and social issues.

The school places an emphasis on encouraging healthy eating. Boarders are provided with adequate quantities and suitably prepared food. Midday menus are varied and are provided over a four week rolling programme. The menu provides a main choice, a vegetarian alternative along with a very popular salad bar. Fresh fruit and yoghurts are always available along with a set dessert. Special diets can be catered for. Evening menus are specifically chosen in consultation by the boarders. The boarders are encouraged to be adventurous about the food they try and eat. Boarders have their midday and evening meals in the main school dining room and have their breakfast in the boarding provision. Staff sit with the pupils and boarders and meal times were seen to be both sociable and orderly occasions.

As a part of their independence programme the boarders have recently started to take responsibility for preparing some their evening meals. This is a popular activity with the boarders who take active and interested part in the programme. The activity is overseen and supervised by the care staff all of whom have completed a food handling course. Owing to the lack of any appropriate facilities in the boarding provision the cooking activity takes place in the school kitchen. This restricts the boarders' involvement primarily to the preparation of food as they are unable to safely use some of the commercial cooking equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

White Spire School has implemented practices and procedures and issued guidance to staff that helps to ensure that the boarders living there are kept safe and protected from harm. All of the staff spoken to demonstrate an informed awareness of their responsibilities in safeguarding young people. Whilst some procedures are rarely used, all of the staff spoken with were aware of the guidance in place, how this can be accessed and were confident about using them if required. There is a strong emphasis within the school and in boarding of increasing the pupils' awareness of personal safety.

Care staff show a respect for the privacy of the boarders and for maintaining appropriate levels of confidentiality. The boarders receive a high level of supervision. Care staff knock on bedroom doors before entering and are aware of sensitive times, such as showering, washing and changing and take steps to ensure that their supervision at these and other times is not intrusive. Staff are conscious of gender issues and arrange the supervision of the boarders accordingly. Where required and with approval from parents the care staff may provide some individual level of support and supervision of those boarders who require personal care.

The boarders are satisfied with the arrangements for making and receiving phone calls. They can have access to an office phone or school mobile. A number have their own mobile phones that they are able to use during boarding periods. Staff are fully aware of any agreed contact restrictions that are in place. This information is appropriately shared between both the care and education departments.

Boarders' files and confidential information are kept secure.

The school follows the local authority complaints procedure and information about this is available to boarders and their parents. Boarders have free access to a child friendly complaints form which they can use to raise concerns or make a complaint. The boarders are fully aware of this procedure and have made use of it on a few occasions. There is an expectation amongst staff and boarders that most issues can be dealt with at an informal level. Each of the boarders have identified a network of adults both within and out of school who they feel safe and comfortable with and would take any concerns too.

Formal complaints are dealt with by the head and details of these are kept in a central register. There have been few formal complaints and those that have been received have been dealt with and information on the action taken has been recorded.

The school has very clear and established procedures for responding to child protection concerns. Response to child protection issues is co-ordinated by the head who is the designated person for the school. The head has received training for this role. Child protection training is provided to all staff working at the school and this is routinely updated. There is an established induction programme for all newly appointed staff which includes a briefing undertaken by the designated person on the school's child protection procedures. All of the boarding staff spoken to are fully aware of their individual responsibilities in responding to any potential child protection concerns or allegations.

Bullying is not seen as a problem in the boarding provision by both boarders and staff. Boarders indicate that there are some occasions that low levels of bullying do occur and that staff act immediately and effectively to any information that this is taking place. The message that bullying is not acceptable is consistently given and reinforced between the school and the boarding provision. Awareness of what constitutes bullying and how the children and young people should respond to this is provided through the PSHE programme themed assemblies tutorials and the school's participation in national anti bullying events. A number of the school staff have undertaken training in restorative justice and act as mediators and contribute to the school's overall strategies to address any bullying behaviour.

Staff have access to guidance on how to respond if a child or student goes missing or absents themselves from the school and/ or takes themselves away from the supervision of staff. This is not seen as an issue during the boarding time.

The high levels of supervision provided by staff, clear expectation on the acceptable levels of behaviour within the boarding provision and the layout of the accommodation are contributory factors in reducing the opportunities for bullying and boarders going absent without authority from taking place.

The boarders at the school are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and by constructive staff responses to inappropriate behaviour. Guidance is available to staff on how the school manages behaviour through its behaviour policies and code of conduct. The school places a great emphasis on recognising, acknowledging and celebrating acceptable behaviour. Both the residential and education teams have developed independent systems which identify and reward positive behaviour.

Boarders are aware of what standards of behaviour are expected from them and also the consequences of not achieving this. Inappropriate behaviour may result in a sanction being given. The boarders have decided on their own boarding sanctions; this is seen to help them take on more responsibility for their own actions. Sanctions are rarely used and those that are given are appropriately recorded. The boarders are encouraged to make a written comment on any sanction that they are given. This along with other strategies used by the boarding staff gives the boarders opportunities to reflect on their behaviour.

Parents are routinely informed if their child's behaviour resulted in a sanction being given. A number of the stakeholders make positive comments of the school's management of behaviour and how this is achieved. One stakeholder comments that there are, 'firm boundaries in place and the children and young people are aware of what behaviour is expected of them'. Another states that, 'the children and young people are aware of code of conduct and demonstrate a good understanding of rules'.

Staff receive regular training on positive handling of children. This provides guidance on de-escalation of challenging behaviour and the use of physical intervention. Boarding staff are adept at preventing confrontational and challenging issues from escalating and there have been no recent use of physical restraint in the boarding provision.

There are some shortfalls in the school's fire procedures and practice which potentially place the staff boarders and visitors at risk. There are systems in place for checks to be completed on the school's fire safety equipment. However, some checks are not being completed in accordance with the manufacturer's schedules. There is no evidence that the emergency lighting has been routinely serviced by a qualified engineer. There are no records of practise night time evacuations having taken place. No formal assessments have been made regarding the need for any of the boarders to have a personal emergency evacuation programme in place. Consequently it is unclear how effective the arrangements for night time evacuations are. The role of fire marshals has not been fully developed within the school. Staff receive briefing in the school's fire procedures but no other no formal training on fire awareness. A fire risk assessment has been completed but it unclear whether this covers the wider scope of current legislation. The fire risk assessment does not record all of the schools responses to previous

significant findings identified by the Fire Officer and fails to identify the shortfalls noted during this inspection

Positive steps are taken to ensure that children, staff and visitors are safe from other risks and hazards. There is a comprehensive range of risk assessments for on and off site activities and for most of the areas within the school that are accessed during boarding time. Portable appliance testing has been undertaken. The onsite security arrangements are good. A number of the stakeholders make reference to the advice their children receive on personal safety. The boarders have regular visits to the local safety centre where they receive advice on a range of issues which include stranger danger and water safety. Staff take the opportunity to reinforce this advice during trips and off site activities.

The school has generally robust and consistent systems in place for the recruitment and vetting of staff which are in line with current Department for Children, Schools and Families (DCSF) and the local authority guidance. These include the submission of application forms, the obtaining of Criminal Record Bureau (CRB) checks, references, and interviews. The inspection confirms that the school is diligent in its following of the DCSF guidance, for example arrangements were made in accordance with the guidance to ensure that a recently appointed member of the boarding staff was not allowed unsupervised access to any of the boarders until a satisfactory CRB had been obtained.

However the current systems are not in accordance with the most recent guidance which states that national minimum standards take precedence over the DCSF guidance and must be fully applied in a residential school setting. The standards make specific reference that CRB checks must be completed before a member of staff starts their employment

Helping children achieve well and enjoy what they do

The provision is good.

The care staff give practical and emotional support to the boarders. The boarders' needs for boarding are identified as part of the application process to the local authority's residential placement panel. Care staff contribute to the regular boarding reviews and to the annual review of the boarders statement of educational needs.

The school places a strong emphasis on providing the opportunities for all of its pupils acquiring and developing a range of self help and independence skills. There is liaison on this and other matters between the education and the care teams on the pupils' life skills programme. Skills learnt by the boarders are put to practical use during the boarding periods. Additional independence including cooking and laundry has been added to the boarding life skills programme.

There is an expectation that is borne out in practice that boarders will regularly attend school. Care staff are available to help with homework if this is set.

There are established forums in place for the routine exchange of information between the care and education teams. These provide the opportunity for the staff to receive regular updates on the children and young people's educational and social progress achievements and to flag up any areas of concern. The links between education and care are further enhanced by two of the education staff having additional boarding duties. The school is committed to ensuring

that these arrangements work effectively and allocate time for education staff to attend care meetings.

The boarders receive and have access to individual support when they need it. Some of the boarders receive support from social workers and from other external agencies. The school is able to access services and advice from the school nurse, speech therapist, physiotherapist and from the Connexions service. Boarders who display challenging behaviour receive additional support from the school's recently formed nurture group.

Boarders are encouraged to identify a network of adults who they feel safe about talking to. These networks are pictorially displayed in the boarders' bedrooms. All of the boarders identify at least one adult in the school who they feel confident about seeking advice from.

The school has established strong links with a local advocacy service operated by Barnardos. A worker from the service makes regular visits to the boarding provision. The advocacy worker explores children's rights with the boarders and has also assisted in their life skills programmes. Boarders are advised that there are agencies that can help them if they have concerns that they wish to share with someone outside of the school. Contact details for the advocacy service and other national helplines are displayed in the boarding provision.

Helping children make a positive contribution

The provision is outstanding.

A strong aspect of the school is the arrangements that are in place for the boarders to be routinely consulted about the day to day running of the school and the residential provision and to become involved in key decision making.

The boarders are routinely consulted on the boarding menus and activities and are given information on forthcoming events. There is evidence that this consultation works in practice and the views of the boarders is listened to. For example during recent half termly house meetings boarders made the request that they be able to cook their own meals. This has been incorporated into the boarding life skills programme and is now a popular weekly activity. The school council provided a forum for issues affecting the school day to be discussed and debated.

Boarders are routinely invited and attend their two monthly boarding reviews and the annual review of the educational statement. This provides them the opportunity to take an active part and contribute to the review of their boarding placement, be involved in the planning of their re-integration back home and any other future plans.

The boarders and staff enjoy good relationships. Interactions were seen to be sound and appropriate boundaries are maintained. Care staff keep themselves well informed about the boarders and take an interest in their successes and difficulties that have occurred during the day.

Admission to the boarding provision is always planned and involves consultation with parents and the young people. The school has established systems to consult with parents and the young people about what they want to gain from their boarding experience. Parents identify skills and needs and along with the young people are involved in the planning about how these are to be addressed. The objective of the boarding placement is for the gradual reintegration of the young person to living back at home on a full time basis.

Once approval for the placement has been given parents/carers and the young people are invited to a boarding admission meeting. This provides the opportunity for the care staff to collect and collate background information on the young people. The school's prospectus and boarding handbook are presented to the parents and the young people. Prospective boarders have the opportunity to visit the boarding provision and join in the boarders' activities before moving in. Consultation takes place with education staff to determine whether a prospective boarder might have an unsettling effect on the current group and to develop strategies to counteract this.

Care staff collect a comprehensive range of information on each of the boarders. Information is collated into a series of files. The boarders' confidential file has details of the objectives for the placement and details the children's assessed needs and outlines how these are to be met. Objectives are agreed in accordance with the placement agreement. Individual targets are based on the acquisition of independence or personal skills and or on the management of behaviour. These are set in consultation with parents and the young people and are consistent with the placement objectives. There is evidence that the targets are regularly reviewed and satisfactory completion of these is used to inform any requests for changes to the boarders' placement.

Each boarder has a care file which contains a comprehensive archive made up of photographs certificates and other documentation that records the boarders' involvement and participation in activities, successes and achievements. These are given to the young people at the end of their placement and provide an excellent personal record and of their stay in boarding.

The care staff are aware of the importance of the boarders being able to maintain contact with their families and carers. The school provides flexible boarding arrangements that range from one to four nights a week. Consequently all of the boarders have regular personal contact with their family /carers in the week or at weekends. During the time they are boarding the boarders can (subject to any agreed restrictions) have access to the school phone or make use of their own mobiles to make and receive private phone calls.

Care staff are in regular contact with parents and carers and regularly update them on events and incidents that have occurred during the boarding period. The use of a home/school diary and weekly report sheets enables two way communication to take place. The care staff are kept informed about the boarders' behaviour whilst at home and parents give examples of how their children have applied the independence and self- help skills they have acquired at school.

Achieving economic wellbeing

The provision is satisfactory.

The standard relating to children about to leave care being prepared for the transition into independent living is not applicable in this setting.

The boarding accommodation is situated to the rear of the main school building. General access is through the main school. The accommodation is located on the first floor and is arranged around a long single corridor. Male and female bedroom accommodation is at either ends of the corridor and is separated by staff sleep in rooms. Current levels of occupancy allow each boarder to retain their own beds regardless of the number of nights that they stay. The bedrooms accommodate one or two boarders. The boarders are able to personalise their bed space if they wish. Common rooms are small and are adequate for the current number of boarders. Staff have made good effort to make the accommodation feel homely and comfortable. The

accommodation is kept clean and tidy. Boarders help with the cleaning of their rooms as part of their independence and training but the overall responsibility is that of the school cleaning and maintenance staff.

Facilities to support some practical aspects of the boarders' life skills programme are not available within the boarding provision. Consequently the boarders' ability to practice doing their laundry and preparing meals is restricted as these have to take place in the commercial type facilities available elsewhere in the school.

The boarding provision is not reserved for the exclusive use of the boarders. A part of the boarding area has been given over to the school's nurture group. Access to this is through the boarders' accommodation and the group requires use of some of the boarders' facilities. Security has been increased and those parts of the accommodation not used by the group are kept locked during the day

There are sufficient bathroom and toilet facilities for the number of boarders. Male and female facilities are separated and provide a reasonable level of privacy. The toilet, bathing and showering areas were found to be clean, tidy and free from offensive odours.

A previous recommendation to improve the quality of furnishings within the boarding provision has not been actioned. The local authority had recently put forward a proposal to completely upgrade the whole of the residential provision. During the period that the plans were being prepared all refurbishment and redecoration programmes to the residential provision were put in hold and only essential maintenance and some cosmetic work had been undertaken. The proposal has been put on hold. The head advises it is unclear how the local authority plans to proceed.

Organisation

The organisation is satisfactory.

Information on the aims of the school and details of the boarding provision is found in the school prospectus. Additional information is also available on the school website. Prospective boarders are given a copy of a handbook titled 'A children's guide to boarding at White Spire School.' This is presented in a colourful and accessible format and provides the children with a range of information including details of the daily boarding routines, activities and what to do if they have any concerns. Sections of the handbook are presented using the Picture Exchange Communication System for those children who have limited literacy skills. The school prospectus and children's handbook are provided to the children and their parents during the admission process.

The information contained in the documentation reflects the current aims of the school, its organisation and describes what the school sets out to do for those children it accommodates.

The school provides flexible boarding arrangements for up to nine boarders staying between one to four nights a week. The care team consists of three care staff. Additional support and some sleeping in duties are provided by two members of the educational team. The care team consists of both male and female staff which ensures that there is a gender balance. The responsibility for supervising the female boarders is primarily that of the female staff. Male staff do not provide supervision at sensitive times including bedtimes and when the females

are dressing and bathing. Sleeping in cover is arranged to ensure that the female boarders can easily access a female member of staff during the night if required.

The staffing levels allow for the boarders to receive good levels of supervision. Within the boarding provision both individual and group needs are accommodated and met. However, access to off site activities and some aspects of the life skills programme is adversely affected as none of the current care team can drive the school mini bus. The head of care is able to arrange for a driver to be available for some trips, but both staff and boarders comment that this does not always fully meet their needs and wishes. The care team is managed by an experienced and qualified member of staff and there are arrangements for her absence to be effectively covered. The staffing arrangements provide a good level of consistency, continuity, familiarity and predictability which is essential for children who have moderate learning difficulties and associated emotional and behavioural problems.

Care staff have access to a range of training that helps to equip them with the knowledge and skills required to meet the needs of the boarders. This includes child protection team teach (positive handling) food handling and training on the administration of medication. Recently appointed staff participate in an induction programme which familiarises them with aspects of the school and boarding provision and provides an initial briefing on child protection. Training is not currently provided on fire awareness.

Supervision is not an established part of staff development within the school. The existing arrangements are unsatisfactory, infrequent and do not follow a set pattern or agenda. There are no arrangements in place for recently appointed member of staff to receive any formal supervision.

The boarders receive the care and services they need from competent staff. The service provided is child focussed and supports the 24 hour curriculum. The care team is lead by an experienced and qualified member of staff. The head and the head of care provide good leadership. Two of the three care staff have completed their National Vocational Qualification (NVQ) at level 4. The school is making enquires to determine whether the qualifications held by a recently appointed member of staff demonstrate competencies at the level of NVQ.

There are good arrangements for staff to communicate with each other which ensures that there is a frequent exchange of information and updates on individual children as well as the opportunity to review care practices. The care staff rotas are arranged to ensure that they are able to attend the regular care meetings. There are nightly handovers to the sleeping in staff. Senior care staff meet with the head on a daily basis and attend the morning handover session with the learning support assistants.

The head and head of care take a joint responsibility in monitoring the internal records. Information obtained from this is used to review current procedures and practices.

There is evidence that the Board of Governors take an active interest in the boarding in the school. Members of the governing body undertake regular visits to the boarding provision and follow these up with a written report on their findings and observations. Governors are able to record any actions that they wish to be taken. Each of the visits is arranged to have a specific focus and these have recently been on helping children to be safe, attendance rewards, sanctions and staff portfolios.

The promotion of equality and diversity is satisfactory. There is evidence that the school is proactive in the promotion of equality and diversity. All of the children have equal access to the school curriculum and boarding activities. Both male and female boarders have the opportunity to take advantage of the boarding experience. All of the boarders are encouraged to make personal choices and to be involved in future planning. There is no assumption that any of the children are incapable of doing this. The school documentation demonstrates a commitment to equal opportunities and avoidance of inappropriate discrimination in all forms. The school's code of conduct applies to all in the school and is based on everyone showing respect for each other. The school is able to respond to individual cultural and medical needs if required. Training on equality and diversity has only been undertaken by those staff who have undertaken NVQ qualifications.

What must be done to secure future improvement?

Statutory requirements

This section sets out the actions, which must be taken so that the registered person meets the Care Standards Act 2000, and the National Minimum Standards. The Registered Provider must comply with the given timescales.

Standard	Action	Due date
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Recommendations

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review the facilities available for the boarders to use in the preparation of their own meals. NMS.15
- ensure that the fire risk assessment covers the requirements of the current legislation and the national minimum standards and is regularly reviewed and updated. NMS.26
- ensure that fire safety equipment is routinely checked and serviced in accordance with appropriate schedules. NMS. 26
- ensure that the school's vetting and recruitment procedures are in accordance with the national minimum standards. NMS.27
- improve the quality of the furnishings within the boarding accommodation. NMS 24
- provide domestic style facilities to support the boarders' independence programme, NMS. 24
- review the availability of qualified mini bus drivers during the boarding periods. NMS.28
- implement and establish regular individual supervision for care staff. NMS.30