



Champions for  
Social Care  
Improvement

# inspection report

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

## **Ratcliffe School**

John Nash Drive

Dawlish

Devon

EX7 9RZ

9th February 2004

## **Commission for Social Care Inspection**

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

### **The role of CSCI is to:**

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

## **Inspection Methods & Findings**

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

### **The 4-point scale ranges from:**

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

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

'X' is used where a percentage value or numerical value is not applicable.

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

Ratcliffe School

**Address**

John Nash Drive, Dawlish, Devon, EX7 9RZ

**Tel No:**

(01626) 862939

**Fax No:**

01626 888101

**Email Address:**

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

Education Dept Devon County Council

**Name of Head**

Cherie White

**NCSC Classification**

Residential Special School

**Type of school**

**Date of last boarding welfare inspection:**

<b>Date of Inspection Visit</b>		9th February 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:30 am	
<b>Name of NCSC Inspector</b>	<b>1</b>	Alison Clark	093646
<b>Name of NCSC Inspector</b>	<b>2</b>	Alison White	
<b>Name of NCSC Inspector</b>	<b>3</b>	Mathias Foundling-Miah Pharmacist	
<b>Name of NCSC Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>		Not applicable	
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		Not applicable	
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>		Not applicable	
<b>Name of Establishment Representative at the time of inspection</b>		Mrs. Cherie White, Mr. R. Furnivall	

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## INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the National Care Standards Commission (NCSC) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Residential Special Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended. Residential Special Schools are not registered as children's homes unless they accommodate, or arrange accommodation for, one or more children for more than 295 days a year.

This document summarises the inspection findings of the NCSC in respect of Ratcliffe School

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

## INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

## **BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION**

Ratcliffe School was situated in a woodland area in the seaside town of Dawlish. The school had 65 places. There were 59 children in residence, on a weekly basis. The Principal and staff were considering introducing an “extended day” until 8pm, whereby pupils, who did not board, could be part of the activities in the evening. The school building had several classrooms, a dining hall, gym, kitchen, offices and toilet facilities. There were plans to refurbish the reception area at the front of the school. The 5 residential units were situated near to the school building. The grounds afforded opportunities for nature walks, hard and soft play areas, football pitch and playgrounds. One member of staff had erected bird boxes to encourage nesting. One box had a cctv camera, which allowed the children to watch the birds in action. The residential units had been made homely with the use of comfortable furniture, colourful carpets and curtains. One house had a very attractive “curtain” made out of feathers, made by the children. The children had personalised their bedrooms with posters, pictures, photographs and ornaments. Public rooms and corridors had a selection of pictures and photographs which recorded activities enjoyed by the children. The houses were well maintained inside and out, but have been in use for a number of years now. They would benefit from upgrading. Staff, however, worked hard to keep each house homely and comfortable for the group of children living there. There were plans to extend Dart house, thereby increasing the number of single rooms.

## **PART A SUMMARY OF INSPECTION FINDINGS**

### **WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**

The staff were seen to work well together in each house. It was obvious that they knew each child well and good respectful relationships were seen between staff and children. The staff endeavoured to make each house as homely as possible, and took a pride in ensuring that it was kept clean and tidy. The children were encouraged to keep their bedrooms tidy. Staff were seen to be aware of the particular needs of each child and how that child should be cared for. Staff ensured that the children were up in the morning, had breakfast and were ready for school in plenty of time. Good relationships were seen between the education staff and the care staff, giving the impression of a whole staff group, working together for the benefit of the children. The staff were in close contact with parents/carers and encouraged them to contact their child in the evenings, by telephone or by visiting. Good report writing was seen, as evidenced in log books, records of activities, home/school books etc. All of each days' records were transcribed on to the sophisticated ICT system by the awake night staff. This system allowed for pieces of specific information, which were required for reports, reviews, statistics etc, to be downloaded easily. A sophisticated cctv system was in place, using cameras in the first floor corridors in each house. The awake night staff monitored it during the night and alerted the sleeping in staff as necessary. The printer was actioned each time a bedroom door was opened.

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

The children were seen to be well cared for in all aspects of boarding welfare, by a team of skilled and committed people. There were policies and procedures which needed to be put in place and/or completed, to support the work of the staff. Policies, procedures and guidelines should be in place to deal with privacy and confidentiality; searching of a child's possessions; dealing with complaints; and ensure that the correct procedures are carried out with regard to administration of drugs. As will be seen in the text of the report, other issues dealing with recording of incidents, placement plan template, CRB checks, recording of action taken, staff training, staff supervision and appraisal, are all of an administrative and organisational nature.

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

The entire school was seen to be in good heart. The Principal, previously the Vice Principal Education, had been in her new post since September 2003. She reported that the school had been somewhat unsettled at the start of the academic year. At the time of inspection in February 2004, everything was under control. The care staff and education staff were seen to work very well together, with very good lines of communication. The Principal had created a senior management team, consisting of Vice Principal Education, Vice Principal Care, Assistant Head Education, Head of Care, Deputy Head of Care and the Senior Teacher. This group of staff met each week to discuss all aspects of running the school. The Board of Governors were very supportive of the new Principal. There were plans in place to extend Dart house, thereby affording some single rooms. The staff felt that many of the children would benefit from a single room. The school would also like to have some more sports facilities on site. A new gym and/or sports barn were being considered.

The inspectors felt that the children were cared for in a professional, kindly, firm, fair and consistent manner. The children were welcoming, forthcoming, chatty, had good table manners and cared about each other. The food was particularly good and the children were seen to enjoy it at all mealtimes.

The inspectors would like to record their gratitude to all members of staff and children for the welcome afforded to them, the willingness to share information and the general openness throughout the 3 days of the inspection. It will be seen from other parts of the report, that the requirements relate mainly to administrative procedures and not to the care of the children. The care of the children was seen to be good throughout the days of the inspection. The conduct of the staff was seen to be professional, kind and consistent.





5	RS17	The school should include review dates, the name of the key/link worker and the dentist, on the placement plan template.	30-04-04
6	RS26	The school should record action taken and the date, with regard to reviewing risk assessments.	30-04-04
7	RS29	The school should include all topics listed in Appendix 2, in the training programme. Each member of staff should have a personal development plan.	30-04-04
8	RS30	The school should continue in its endeavours to set up a formal supervision programme. Each member of staff should have an annual appraisal.	30-06-04

#### RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

**Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended action and any advisory recommendations are to be addressed. This action plan will be made available on request to the Area Office.**

#### RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	
1	RS19	The school should ensure that all members of staff, particularly those who have been in post for a number of years, have a valid CRB check, at enhanced level.	30-06-04

## ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	RS6	It would be good practice for the school to extend the risk assessments to specifically include Standard 6.5.
2	RS17	It would be good practice for the school to discuss with the children their placements plans, when the new templates have been completed.

Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. RS10 refers to standard 10.

**PART B****INSPECTION METHODS AND FINDINGS**

The following inspection methods were used in the production of this report

Direct Observation	YES
Pupil Guided Tour of Accommodation	YES
Pupil Guided Tour of Recreational Areas	YES

Checks with other Organisations

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	NO
• School Doctor	NO
• Independent Person	NO
• Chair of Governors	NO

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	NO
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	NA
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	NO
Answer-phone line for pupil/staff comments	NO

Date of Inspection	9/2/04
Time of Inspection	09.00
Duration Of Inspection (hrs.)	47.5
Number of Inspector Days spent on site	6

**Pre-inspection information and the Head's Self evaluation Form, provided by the school, have also been taken into account in preparing this report.**

## SCHOOL INFORMATION

**Age Range of Boarding Pupils**      **From**       **To**

### NUMBER OF BOARDERS AT TIME OF INSPECTION:

**BOYS**     

**GIRLS**     

**TOTAL**     

**Number of separate Boarding Houses**     

The following pages summarise the key findings and evidence from this inspection, together with the NCSC assessment of the extent to which standards have been met. The following scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The scale ranges from:

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

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

"X" is used where a percentage value or numerical value is not applicable.

## STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.

### Standard 1 (1.1 – 1.9)

The school has a written Statement of Purpose, which accurately describes what the school sets out to do for those children it accommodates, and the manner in which care is provided. The Statement can be made up of other documents, e.g., Letter of Approved Arrangements and school prospectus, which are required to include specific information.

Key Findings and Evidence	Standard met?	3
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The Statement of Purpose described the overall purpose of the school. It included all the requirements of Standard 1.3. The Statement was understood by placing authorities, staff and parents, as was evidenced from questionnaires and other documentation. The school was continuing to work towards creating a Statement of Purpose which would meet the needs of the younger pupils. The range of needs at the school were met, under the Statement of Purpose. The Principal commented that she had been approached to consider admitting some pupils whose needs could not to be met at this time. The Statement applied to both the boarding and education aspects of the school and encouraged good relationships between the 2 groups of staff. All members of staff and the governors were included in reviewing the Statement annually and at other times as necessary. A copy of the Statement of Purpose was in each house and included in the prospectus. A copy was also on display in the school reception area.

## CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way that the school is run. No child should be assumed to be unable to communicate their views.
- Children's privacy is respected and information about them is confidentially handled.
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.

### Standard 2 (2.1 – 2.9)

Children's opinions, and those of their families or significant others, are sought over key decisions which are likely to affect their daily life and their future. Feedback is given following consultations.

Key Findings and Evidence	Standard met?	3
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There was a policy and procedures to ensure that consultation took place between staff and children. Regular house meetings gave the children the opportunity to air their views. The inspector attended a meeting of the school council and it was conducted in a most professional manner, allowing each member to be heard, and topics were discussed at length. The school routine encouraged the children to be as independent as they were able to be and to make the most of the opportunities afforded to them. The Key Worker system allowed staff the opportunity to discuss with children their wishes and to encourage them to do things for themselves. There was a school counsellor who visited the school each week and an independent listener who visited regularly. The "Links with Home" books provided evidence of good communications and relationships between parents and the school. This was also borne out in parent and staff questionnaires. The school was working on setting up a system for seeking the views of parents, at regular intervals.

**Standard 3 (3.1 – 3.11)**

The school and staff respect a child's wish for privacy and confidentiality so far as is consistent with good parenting and the need to protect the child.

**Key Findings and Evidence****Standard met?**

2

All staff were seen to respect the privacy of the children e.g. knocking on the bedroom door and awaiting an answer before entering. Due to the very special needs of the children, staff were always close by and vigilant in their supervision. The school should write a policy and procedure to deal with privacy and confidentiality, thereby supporting the practice. The personal records of the children were stored securely in the care office. Staff stated that they were aware of the need to share all information, and particularly that of a child protection nature. There was a telephone in each house where by the children could make and receive private telephone calls. There was a room in each house which could be used for a child to meet with family and friends. Staff were aware of the issues which were raised when working with children of the opposite gender. All the staff in the girls' house were female. There were no children who needed help with intimate care. The school should write a policy to cover Standard 3.11, regarding the searching of a child's possessions.

**Standard 4 (4.1 - 4.8)**

Children know how and feel able to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay.

**Key Findings and Evidence****Standard met?**

2

The school should continue with the work to complete the policy and procedure for dealing with complaints. There should be a complaints procedure which is easily understood by the children. There were notices in all the houses to inform the children about how to complain. These notices were discussed with children for whom reading was difficult. A minority of parents recorded on their questionnaires that they were not clear about how to make a complaint. The policy and procedure should take account of all the points raised in Standard 4.3, 4.4, 4.5. An independent listener was available to staff and children. The record of complaints was monitored regularly by the Head and the Governors. The school had a comprehensive policy on "whistle blowing".

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

0

**Number of above complaints substantiated:**

0

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

0

**Number of above complaints substantiated:**

0



## CHILD PROTECTION

The intended outcomes for the following set of standards are:

- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.
- Children are protected from bullying by others.
- All significant events relating to the protection of children accommodated in the school are notified by the Head of the school to the appropriate authorities.
- Children who are absent without authority are protected in accordance with written guidance and responded positively to on return.

### Standard 5 (5.1 - 5.12)

There are systems in place in the school which aim to prevent abuse of children and suspicions or allegations of abuse are properly responded to. These are known and understood by all staff (including junior, ancillary, volunteer and agency staff).

#### Key Findings and Evidence

#### Standard met?

3

A copy of the Area Child Protection Committee [ACPC] procedures was available in the school. The school's procedures were consistent with the local policies and procedures. Child protection was included in the staff induction process and all care staff interviews confirmed a good knowledge of child protection procedures. The school also had the following policy documents which were used alongside the child protection procedures:- Physical contact between staff and pupils, behaviour management, preventing the need to use physical force, school report form for suspected abuse and action to be taken with regard to sexual incidents on school premises. Ancillary staff stated that they would pass on any concerns the Principal, Vice-Principal or Head of Care. Training in child protection was on going each year, as was monitoring of the policy. There were links with the nearby school, to encourage some shared training. The Vice Principal [Care] was the nominated child protection co-ordinator and the Vice Chair of Governors was responsible for monitoring arrangements.

The school used the LEA procedures for staff, against whom an allegation had been made.

**Number of recorded child protection enquiries initiated by the social services department during the past 12 months:**

0

**Standard 6 (6.1 - 6.5)**  
**The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
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The school had a comprehensive anti-bullying policy and procedures. All the issues raised in Standard 6.2 were included in the policy and it was known to all staff and children. There were notices in each of the houses to remind children that bullying was unacceptable and what to do should they be being bullied. Staff were aware of the possibility of bullying occurring in the school. Risk assessments had been carried out throughout the entire school and CCTV cameras were being installed in the school grounds. This is in addition to the cameras already used in the corridors in the houses. The children had set up an anti-bullying committee, which was very active. A collage about bullying was displayed in the dining room. The inspectors did not ask the children to complete questionnaires but instead informally discussed with them the issue of bullying. No one reported that he/she was being bullied, therefore this percentage is invalid.

<b>Percentage of pupils reporting never or hardly ever being bullied</b>	<b>X</b>	<b>%</b>
--------------------------------------------------------------------------	----------	----------

**Standard 7 (7.1 - 7.7)**  
**All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.**

<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>2</b>
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The school had a system in place to notify the relevant authorities of all events listed in Standard 7.2 and 7.3. A record of the outcome of any investigation should be kept, as required by Standard 7.4. The school worked closely with other professionals to ensure that any concerns regarding the mental and emotional health of the children were discussed and acted upon.

**NUMBER OF THE FOLLOWING NOTIFIED TO NCSC DURING THE LAST 12 MONTHS:**

- |                                                                                    |          |
|------------------------------------------------------------------------------------|----------|
| • <b>conduct by member of staff indicating unsuitability to work with children</b> | <b>X</b> |
| • <b>serious harm to a child</b>                                                   | <b>X</b> |
| • <b>serious illness or accident of a child</b>                                    | <b>X</b> |
| • <b>serious incident requiring police to be called</b>                            | <b>X</b> |

<b>Standard 8 (8.1 - 8.9)</b>		
The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>There was a policy and procedure in place to deal with the incident of a child leaving the school campus or going missing whilst on an outing. The policy covered all issues detailed in Standard 8.3. The children were seen to be closely supervised, due to the nature of their special needs. Should a child leave the campus without consent, a member of staff searched the grounds and surrounding areas. If the child was not found, the police were informed, as well as parents and placing authority. A member of the senior management team took charge of the incident and interviewed the child on his/her return, to consider the reasons for the absence. The incident was recorded in detail. A register of attendance was completed for school, each morning and afternoon. There was also a register in each house. Staff counted heads regularly to ensure that everyone was present. A member of staff talked with a child on his/her return, to consider the reasons for the absence. The school worked closely with the Education Welfare Officer to monitor children who did not attend school.</p>		
<b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>		<b>4</b>

## CARE AND CONTROL

The intended outcomes for the following set of standards are:

- Children have sound relationships with staff based on honesty and mutual respect.
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff response to inappropriate behaviour.

### Standard 9 (9.1 - 9.8)

Relationships between staff and children are based on mutual respect and understanding and clear professional and personal boundaries which are effective for both the individuals and the group.

Key Findings and Evidence	Standard met?	4
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The staff were seen to enjoy good relationships with the children. Their manner was firm, fair and consistent. The staff and children were very clear about boundaries, in relation to acceptable behaviour. The children were included in the decision making by attending house meetings, where their views were aired, as well as talking to staff informally. The School Council meeting, attended by one of the inspectors, was very well conducted, with minimal help from staff. The staff used praise a great deal to confirm good behaviour. Humour was seen to be part of school life and was sometimes used to deal with tricky situations. The staff in each house were seen to work closely together, to provide consistency for the children. The inspectors spent some time with staff and children in the houses, and saw at first hand how well everyone related.

**Standard 10 (10.1 - 10.26)**

Staff respond positively to acceptable behaviour, and where the behaviour of children is regarded as unacceptable by staff, it is responded to by constructive disciplinary measures which are approved by the Head of Care.

**Key Findings and Evidence****Standard met?**

4

There was a policy and procedure on control, discipline and physical intervention, which were written under the headings of "Discipline Policy", "Behaviour Management Policy" and "Aggressive Behaviour Policy". All of the afore mentioned were well known to all staff. There were also policies and procedures for behaviour in the classroom. All of the houses used the general policies and staff were seen to be consistent in their dealings with the children. The "Traffic Light" system was used as a sanction tool and was seen to be understood by staff and children. The age and understanding of each child was considered prior to a sanction being made. Staff worked on the expectation of good behaviour, which was duly rewarded with praise and good behaviour points. On occasions, good behaviour was acknowledged at school assembly. Excessive sanctions were not part of the procedures at the school. A record of sanctions, as required by Standard 10.9, was kept in a bound book which was seen by the inspector. Physical intervention [procedures were part of behaviour management policy] was used as a last resort. All staff received annual training in the "Team Teach" method, which used holding positions, designed to use as little force as possible, for as short a time as possible. A record was kept of all physical intervention, which met the needs of Standard 10.14. A record was also kept on the child's file. The Principal monitored records of sanctions and interventions. All staff had signed to confirm that they had read and understood the policies and procedures as part of their induction process. The children were aware of the expectations of good behaviour throughout the school. The children were encouraged to understand their rights and responsibilities, in all areas of school life, and were able to discuss matters at house meetings, school council and with members of staff. The school had a policy on the exclusion of children. The behaviour of the children was discussed at team meetings and daily meetings. The behaviour of the children was seen to be very good throughout the 3 days of the inspection. The children had good table manners, both in the dining room and in the houses. The inspectors were made welcome by staff and children, in the school in general and in the houses.

## QUALITY OF CARE

The intended outcomes for the following set of standards are:

- Children experience planned and sensitively handled admission and leaving processes.
- The school's residential provision actively supports children's educational progress at the school.
- Children have ample opportunity to engage in purposeful and enjoyable activities both within school and in the local community.
- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.
- Children are provided with healthy, nutritious meals that meet their dietary needs.
- Children wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.

### Standard 11 (11.1 - 11.6)

Admission and leaving processes are planned and agreed with the child – and as appropriate, with parents and carers and placing authorities – as far as possible and handled with sensitivity and care by those concerned.

Key Findings and Evidence	Standard met?	3
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The school had a detailed admissions policy. The school endeavoured to admit all children who were referred by the LEA admissions panel, and reserved the right to refuse a child if it was felt that he/she would be inappropriately placed. The staff described the admission procedure of visiting the child in his/her school and home, to gather relevant information, and to talk about the school. The child had the opportunity to visit the school, have a meal in one of the houses and maybe stay overnight. This matched the policy for incoming pupils. All of the files, which were sampled, contained all of the information required by Standard 11.3. The school did not accept emergency placements. There was an aftercare policy and the school provided a leaver's programme, which included work experience and social and life skills training. The school worked closely with Connexions, to provide on going support, education and training. There was also the opportunity for keeping in touch with the school.

**Standard 12 (12.1 - 12.7)**

Care staff and the school's residential provision and activities actively contribute to individual children's educational progress, and care staff actively support children's education, ensuring regular attendance, punctuality and a minimum of interruption during the school day.

**Key Findings and Evidence****Standard met?**

3

The care staff and education staff were seen to work closely together as a team. The school operated on a 24 hour curriculum. The care staff contributed to all reviews and attended all meetings, regarding the children in their care. They also ensured that the children were up in plenty of time to have breakfast and be ready for school. Each house had a small lounge, which was used for doing homework, reading, craft etc. There were books, magazines, videos, games, sports equipment etc available in all of the houses. The older children were encouraged to become independent, by helping with the household chores, shopping, cooking, taking care of their bedroom etc. The inspectors were able to attend a meeting of care and education staff, where information was shared prior to the children finishing school for the day.

**Standard 13 (13.1 - 13.9)**

Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.

**Key Findings and Evidence****Standard met?**

3

There was a good range of activities available, providing a balance of free time and outings. All activities had been risk assessed. The children were encouraged to attend local groups and the swimming pool in town was well used. There was a selection of transport available and all staff had appropriate training, licences and insurance. There were books, magazines, videos, games etc in each of the houses. The school showed suitable films in the hall, each week. The staff were vigilant in ensuring that the children watched programmes and films which were suitable for their age and circumstances. There was a policy and procedure to deal with the use of the internet.

**Standard 14 (14.1 - 14.25)**

The school actively promotes the health care of each child and meets any intimate care needs.

**Key Findings and Evidence****Standard met?****2**

The whole school was seen to promote healthy living, by way of a regular daily routine, a healthy diet and plenty of outdoor activities. Smoking was not allowed. The PSHE lessons in school confirmed a healthy life style and dealt with issues such as HIV and Aids. Each child who had a health problem was dealt with sensitively. The school nurse, employed by the local PCT, visited the school each Wednesday morning. All medical appointments were kept, the children being escorted by a member of staff, who could be chosen by the child. The health plans should include details of the dentist, optician and any other practitioners, allergies [not known, if appropriate], and be written in a concise and chronological manner. All members of staff had a valid first aid certificate and 2 had completed advanced training. Children were taken to the accident and emergency department of the nearby hospital when necessary. The school was able to access psychological and psychiatric support through the health authority and LEA. The Principal felt that the school would benefit from more support in both of these areas. There was no procedure on the correct individual administration of medication attached on to the front of all medicine cupboards in each house. Each medicine cupboard inspected contained medicines required for named individual children. There was no evidence of "stock items". All houses inspected had lockable medicine cupboards. It was observed that in each house a system operated where the keys for the medicine cupboards were kept with a designated person. The pharmacist inspector was informed that the medicine co-ordinator would hold the keys. The keys for the medicine cupboards were not part of the master system for the house. Key security was good and the spare set of keys for the medicine cupboards were kept restricted, in the main school office to authorised members of staff only. Medicines including controlled drugs were located in large secure medicine cabinets in each of the house units. This was safe and acceptable. The secure storage of controlled drugs, such as Ritalin, Concerta XL and Methylphenidate, was not in accordance with the Misuse of Drugs [Safe Custody] Regulations 1973. It is strongly recommended that appropriate controlled drug cupboards be obtained. The pharmacist inspector was shown a brief out of date medicine policy. The written policy for medicines administration was in the process of revision. The pharmacist inspector was shown the start of a revised policy on the office laptop. The pharmacist inspector made reference to The Administration and Control of Medicines Guidelines by RPSGB, published in June 2003. Mr. Furnivall, Vice Principal Care took a copy of this document. The policy should include the action to be taken if an administrative error was made. The school had a written list attached to each medical cabinet, for the use of "household" medicines. The school was revising the written protocol for using "household medicines. The present list did not include the use of a Cough Linctus, a "polypharmacy cough mixture" which was not simple linctus. The pharmacist inspector informed KB that this was not in the agreed list compiled with the Local Authorities. This medicine should be agreed within the listing, or all remaining stocks to be returned or disposed of, accordingly. The pharmacist inspector advised KB to create a policy and procedure to deal with maximum treatment time before referring to the GP. The pharmacist inspector informed KB that if required for regular use, a prescription must be obtained from the GP. The pharmacist inspector was informed that there were no children administering their own medication. The pharmacist inspector was shown a current hand written medication administration record {MAR} sheet but the pharmacist inspector was informed that from 23<sup>rd</sup> February 2004, Boots the Chemist, Newton Abbot will provide pre-printed MAR sheets and all medicines for each pupil. The pharmacist inspector informed KB that where medication was entered into the



MAR sheet by hand that a second signature was obtained to confirm this was copied correctly from the current prescription. There was a satisfactory manual system for the maintenance of medication records and recordings of administrations, with the exception of Controlled drugs for which no witness was involved. There were good records on the receipt of medication. There were no controlled drugs records available. It is strongly recommended that these regulations be followed. There were no records available for the return or disposal of medicines. The inspector informed KB of the process of returning goods to the pharmacy and a signature from the pharmacist obtained. The pharmacist inspector informed KB that a designated isolated area for returns should be made available with the returns booking the medicine cupboards. The pharmacist inspector was informed that any refusal to take medication was recorded on the MAR sheet. The school nurse and GP were informed if this refusal was frequent. A record was kept of all illnesses, accidents and injuries. The staff were not currently carrying out any medical or nursing procedures, Should a child be ill, a member of staff stayed with him/her until the child was able to go home. Parents were kept informed of any illnesses or injuries. Part of the above report was written by Mathias Foundling-Miah, Pharmacist Inspector and a copy of his entire report has been sent to the school and is on the NCSC file for the school.

**Standard 15 (15.1 - 15.15)**

**Children are provided with adequate quantities of suitably prepared wholesome and nutritious food, having regard to their needs and wishes, and have the opportunity to learn to prepare their own meals. Where appropriate special dietary needs due to health, religious persuasion, racial origin or cultural background are met, including the choice of a vegetarian meal for children who wish it.**

**Key Findings and Evidence**

**Standard met?**

**4**

The inspectors found the food to be very good and mealtimes to be well managed. The children sat at round tables, with the staff. One member of staff served the food, encouraging the children to try everything. The children were seen to have good appetites. Breakfast was taken in the houses, as was tea and supper. Lunchtime was a happy, social occasion, with good table manners seen. The older children helped with the preparation of tea and supper in their houses, by buying and preparing the food. There was a choice at main meal times and diets were catered for. A record of menus was kept. The Environmental Health Service was pleased with the management of the kitchen. Staff were aware of supervising the amounts eaten by the children and no children were excluded from meals. The main dining room was nicely decorated, with appropriate furniture, crockery and cutlery. The older children were able to prepare snacks in their houses, under the supervision of the staff. The catering manager was trained in food handling and hygiene and there were plans for all catering staff to be similarly trained. The school used the nutritional standards policy.

**Standard 16 (16.1 - 16.7)**

Children are provided for adequately on an individual basis and encouraged to exercise their own preferences in the choice of clothing and personal requisites. Children who require assistance to choose what they wear and/or how they spend their money are provided with the assistance they need, in a way which maximises their choice.

**Key Findings and Evidence****Standard met?**

3

The children wore school uniform and brought clothes to wear after school. The children were neat and tidy at the start of each day. Casual clothes, personal requisites and toiletries were stored in the bedrooms. The staff, in the girls' house, were aware of ensuring that the girls had the appropriate sanitary protection and gave guidance as necessary. The amount of pocket money brought into the school was minimal, as the children boarded weekly. Each child brought £2 each week and there were procedures in place for looking after pocket money.

## CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

- Children have their needs assessed and written plans outline how these needs will be met while at school.
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.
- There are adequate records of both the staff and child groups of the school.
- In accordance with their wishes, children are able and encouraged to maintain contact with their parents and families while living away from home at school.
- Children about to leave care are prepared for the transition into independent living.
- Children receive individual support when they need it.

### Standard 17 (17.1 - 17.8)

There is a written placement plan specifying how the school will care for each boarding pupil in accordance with his or her assessed needs, the school cares for that child in accordance with that plan, monitors progress in relation to that plan, and updates that plan as necessary.

#### Key Findings and Evidence

#### Standard met?

2

The school was in the final stages of creating a template for the placement plan. Review dates, name of key/link worker and address of the dentist should be included. The children's files, which were seen, included the care plan and the statement of educational needs. Staff and children confirmed that the wishes of the children were taken into consideration when allocating a key worker. It would be good practice for the staff to discuss the placement plans with the children, when they have been completed in their new format. There were various colour coded files for each child, containing general information and records, kept in the care office. Education and care staff contributed to all reviews. Discussions took place with the children prior to and following the reviews.

### Standard 18 (18.1 - 18.5)

Each child has a permanent private and secure record of their history and progress which can, in compliance with legal requirements for safeguards, be seen by the child.

#### Key Findings and Evidence

#### Standard met?

3

The files, which were inspected, contained all of the information required by Standard 18.2. The daily recording was entered on to a sophisticated computer system by the awake night staff and was down loaded as necessary. Information was added daily. A protocol for access to files had been presented to parents and was waiting to be formalised. Staff were aware of having to sign and date all entries to files, log books, forms etc. Files were archived in space under one of the houses.

**Standard 19 (19.1 - 19.3)**

The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

**Key Findings and Evidence****Standard met?**

2

The records kept on the children were seen to be written in detail, with a physical description and a photograph included. The photograph was particularly useful should a child go missing and the police were involved. Records were also kept on all members of staff. The personnel files of staff who had been recruited recently were seen to contain all the necessary details. Staff who have been employed at the school for some years, have only police checks on their files. These should be updated to CRB checks at enhanced level, as soon as possible. There were procedures for recording accidents to children and to staff and visitors. Menus were kept for a year. Duty rosters were arranged at the start of each term. A record of events at the school was held in the Principal's diary. Visitors were required to sign in at reception. The inspectors were required to record time of arrival and departure, as well as vehicle registration number. A visitor's badge was then issued, with details of the evacuation procedures, in case of fire. Records were archived in space under one of the houses.

**Standard 20 (20.1 - 20.6)**

Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.

**Key Findings and Evidence****Standard met?**

3

The school had a home/school link policy. Senior staff made contact with the home prior to the child being admitted to the school. This contact was used to gather information and to discuss what the school was able to offer the child. The school continued to be in close touch with parents and/or carers after the child was admitted. Parents/carers were encouraged to telephone the school should they have any concerns or worries. They were also able to telephone the child, or to visit in the evening. Records were kept of all contact between school and home. Log entries were sent home every 2 weeks and parents/carers were encouraged to attend all meetings/reviews, which were held at the school.

**Standard 21 (21.1 - 21.2)**

Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.

**Key Findings and Evidence****Standard met?**

3

The school afforded all the older children the opportunity to learn independence skills, whether or not they were "in care". They were encouraged to take responsibility for themselves, to keep themselves safe, to learn how to do the household chores, do their own washing and cooking etc. If they were going back home to live, they were encouraged to spend one or two nights at home, to ease them back into family life. From talking to staff and children, this arrangement worked well. The school had a Connexions advisor who helped to place the young person in suitable education, training or work. The young people were able to keep in contact with the school to report on their progress.

**Standard 22 (22.1 - 22.13)**

All children are given individualised support in line with their needs and wishes, and children identified as having particular support needs, or particular problems, receive help, guidance and support when needed or requested.

**Key Findings and Evidence****Standard met?**

3

The staff were seen to involve all the children in the outings, activities, meals, etc. This was confirmed through discussion and documentation. Children confirmed that they felt able to talk to any member of staff. The services of a counsellor afforded another person who was available for the children. The staff were aware of having to be alert for signs of homesickness or a reaction to situations in school or at home. The Principal did all that was in her power to arrange for specialist help for any child. Personal, health, social and sex education were subjects covered in the school curriculum, as well as being discussed in the houses. The school did not use any therapeutic technique unless it had been agreed with the parents/carers and placing authority and was carried out by a person who was suitably qualified. Staff were always available to support any child after an upset or trauma.

## PREMISES

The intended outcomes for the following set of standards are:

- Children live in well designed, pleasant premises, providing sufficient space and facilities to meet their needs.
- Children live in accommodation that is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.
- Children are able to carry out their ablutions in privacy and with dignity.
- Children live in schools that provide physical safety and security.

### Standard 23 (23.1 - 23.9)

The school is located, designed and of a size and layout that is in keeping with its Statement of Purpose. It serves the needs of the children and provides the sort of environment most helpful to each child's development, and is sufficient for the number of children.

Key Findings and Evidence	Standard met?	3
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The school was situated in an extensive woodland area. The area in itself was not secure but doors into, and within the school, and houses were secured by key pads. CCTV cameras were used in the corridors in the houses and there were plans to install cameras in the grounds. The use of cameras was felt to enhance security, discourage bullying and vandalism. It was also part of the statement of purpose and children said that they did not have a problem with it. The school did not accommodate children with disabilities, therefore Standards 23.2 and 23.4 did not apply. There were no outstanding issues, as listed under Standard 23.3. Part of the school premises was used during the summer holidays but this did not have any effect on the resident children. There were no restrictions on normal movements within the houses. The school encouraged the children to join groups in the town and to enjoy the local facilities such as the shops, cafes, swimming pool, canoeing, walking on Dartmoor etc.

**Standard 24 (24.1 - 24.19)**

The school provides adequate good quality and well-maintained accommodation for boarding pupils, which is consistent with their needs.

**Key Findings and Evidence****Standard met?****3**

On the days of the inspection, all 5 houses were seen to be warm, clean and homely. The interior and exterior of the school were well maintained. The extensive grounds were kept as tidy as possible, given that it was February and the weather had been wet and windy. Damage to any part of the school was dealt with promptly and there were no signs of graffiti. Any damaged furniture was removed from the area, to be repaired. The houses were for the exclusive use of the children during term time. The school had plans to extend Dart house, thereby allowing for more single rooms. The bedrooms were well furnished with suitable beds and bedding, carpets, curtains, day light, lights and heating. The children had expressed a preference to have a chest of drawers rather than a wardrobe. Those who wanted to have a wardrobe could have one. There was a separate sleeping in room for staff, in each house, near to the children's bedrooms. The children had personalised their rooms with posters, pictures, photographs, etc. There was a telephone in each house which could be used by the children in private. Many of the children had their own mobile phone. There was a room in each house which was used for doing homework, reading, hobbies, etc and could be used by visiting parents. There was a washing machine in each house as well as a laundry for sheets, towels etc. The entire school and all the houses were well lit, heated and ventilated. The school was considering the need for more sports facilities on the campus, such as a new gym or sports barn.

**Standard 25 (25.1 - 25.7)**

The school has sufficient baths, showers and toilets, all of good standard and suitable to meet the needs of the children. The school has appropriate changing and washing facilities for incontinent children where necessary.

**Key Findings and Evidence****Standard met?****3**

There were sufficient baths, showers and toilets for the number of children in each house. Staff had separate facilities. The facilities were situated on the first floor, near to the bedrooms. In Exe house, there was only one toilet on the first floor, as the other one had been converted into a shower at the request of the children, some time ago. All the bathrooms and toilets had doors which locked. The locks could be opened from the outside by the staff, in case of an emergency. All bathrooms, showers, toilets and wash hand basins were seen to be clean and free from offensive odour.

**Standard 26 (26.1 - 26.10)**

Positive steps are taken to keep children, staff and visitors safe from risk from fire and other hazards, in accordance with Health and Safety and Fire legislation and guidance.

**Key Findings and Evidence****Standard met?**

2

The maintenance of gas and electrical installations and the boilers was arranged through Devon LEA. Risk assessments were seen to have been carried out for all areas of the school, houses and grounds. Whilst it was appreciated that the forms used were from HSE, some thought should be given as to how records of any action taken and the date, may be incorporated into the forms. This comment relates to Standard 26.4. The inspectors were concerned that there were not any restrictors on the first floor windows. The lead inspector will contact Devon Fire and Rescue Services for advice. The Principal stated that she checked regularly, all risk assessments. Records of fire drills confirmed that drills were carried out each term. All fire fighting equipment was checked regularly, with dates recorded on fire extinguishers. Fire bells were tested every Friday during term time. There were no animals kept at the school.



## STAFFING

The intended outcomes for the following set of standards are:

- There are careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers
- Children are looked after by staff who understand their needs and are able to meet them consistently.
- Children are looked after by staff who are trained to meet their needs.
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.

### Standard 27 (27.1 - 27.9)

Recruitment of all staff (including ancillary staff and those employed on a contractual/sessional basis) and volunteers who work with the children in the school includes checks through the Criminal Records Bureau checking system (at Standard or Enhanced level as appropriate to their role in the school), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

#### Key Findings and Evidence

#### Standard met?

3

The staff records, which were inspected, confirmed that the school carried out a recruitment process which met the requirements of Standard 27.2. CRB checks at enhanced level were carried out by Devon LEA and confirmation of these checks was found on staff personnel files. The school should ensure that all members of staff who were in post prior to April 2002 have a valid CRB check at enhanced level. This requirement cross references with Standard 19.2. Gap students were not employed at the school. All new members of staff had a valid CRB check prior to starting work at the school. The school did not arrange guardians or lodgings. The school used an agency staff, whose staff were known to the children.

**Total number of care staff:**

21

**Number of care staff who left in last 12 months:**

4

**Standard 28 (28.1 - 28.13)**

The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

**Key Findings and Evidence****Standard met?**

3

The duty rota and the sleeping in rota were seen to have an adequate number of staff on duty during school times, out of school times and during the night. Staff were seen to supervise the children closely in school lessons, at playtimes, in the houses and in all activities. Each member of staff carried a short wave radio [walkie talkie] to enable them to keep in touch with colleagues and to summon help when necessary. Two senior members of staff were always on duty to support the staff. The Principal was included in this rota. There was one member of staff sleeping in each house. The awake night staff monitored the movements of the children by way of the sophisticated CCTV system in the corridors of each house. The system recorded onto hard disc for 28 days, and then recorded over itself. The printer recorded each time that a door was opened at night. The night staff was able to alert the sleeping in staff as necessary. The staff group in each house had worked together for some time, to provide continuity for the children. The school used agency staff, who were recruited through the agency's own policy. The school's statement of purpose allowed for more staff to be employed to meet individual needs and/or circumstances. There were more than 2 members of staff on duty, to meet Standard 28.6. Groups of children within and outside the school were closely supervised and were aware of which member of staff was in charge. All activities off the school campus were risk assessed and staff carried a mobile phone as well as any medication which might be needed. In times of staff sickness, learning support assistants were asked to help, as well as agency staff. The staff group was made up of both males and females. The house, for the girls, was staffed by females. Each house and the awake night staff had a record of who was sleeping in which room.

**Standard 29 (29.1 - 29.6)**

Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.

**Key Findings and Evidence****Standard met?**

2

The school arranged various training courses for staff on "inset days", at the beginning and/or end of each term. This allowed all members of staff to attend. Training topics included child protection, Team Teach, behaviour management etc. The school should ensure that all topics listed in Appendix 2 are included in training programmes. The school should ensure that each member of staff has a personal development plan. Staff were asked to complete an evaluation form for each year's training and to make requests for the coming year.

**Standard 30 (30.1 - 30.13)**

All staff, including domestic staff and the Head of the school, are properly accountable and supported.

**Key Findings and Evidence****Standard met?**

2

The issues of accountability and support were discussed with all groups of staff. Everyone was aware of his/her personal accountability, with regard to the children and to colleagues. The Principal was seen to have a sound professional relationship with the Chair of Governors. The minutes of the Governors' meetings indicated that they supported the Principal and all staff of the school. Staff also confirmed that they were well supported by senior staff, line managers and colleagues. The school was still in the process of setting up a formal supervision system for care staff. An informal system was in place whereby any member of staff was able to approach a senior member of staff to discuss any topic or situation. The school should continue in its endeavours to set up the system, which should take account of Standard 30.2, 30.3 30.4. The Principal was professionally supervised through Devon LEA. The school should set up a system of annual appraisals for staff, as required by Standard 30.6. All members of staff were seen to have access to all the policies listed in Appendix 3. All recently appointed staff had a job description and a person specification which related to the statement of purpose. Job descriptions and person specifications were reviewed regularly. Care staff held a team meeting each day, prior to the children coming out of school. The Principal met with the Vice Principal for Education and the Vice Principal for Care every morning. Ancillary staff should be encouraged to attend staff meetings. No member of staff was seen to be smoking or drinking whilst in the company of the children.

## ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- Children receive the care and services they need from competent staff.
- Children enjoy the stability of efficiently run schools.
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.

### Standard 31 (31.1 - 31.17)

The school is organised, managed and staffed in a manner that delivers the best possible childcare.

#### Key Findings and Evidence

#### Standard met?

3

The school was seen to be well organised, managed efficiently and well staffed. The Vice Principal Care had a diploma in advanced professional studies [management in education and allied professions] and was due to start NVQ4 in 2004. Senior members of staff had substantial experience of working in the school, some having been there for a number of years. Some members of staff had completed NVQ3 training, some were working on it and others were due to start soon. The school was aiming to meet the minimum ratio of 80% by 2005. Staff rotas allowed time for administration tasks, meetings etc, but was still trying to arrange formal supervision times. The staff worked about 42 hours each week, over a 39 week school year. Children were not given responsibility over others in the school. The decision to send home a member of staff, following any allegation, would be taken by the Principal, in consultation with the senior management team and the board of Governors. There were various plans in place to deal with the crises listed in Standard 31.9. In the event of the school having to be evacuated, the Head had a reciprocal arrangement with the Head of the school nearby, to accommodate as necessary. All policies listed in Standard 31.10 were part of the school prospectus.

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

35 %

**Standard 32 (32.1 - 32.5)**

The National Care Standards Commission is informed within 24 hours if a receiver, liquidator or trustee in bankruptcy becomes responsible for the school. Such persons on becoming responsible for the school have ensured that the school continues to be managed on a day to day basis by a Head who meets recruitment and qualification requirements for a Head under these Standards. Such a temporary Head must make sure that the operation of the school meets the requirements of these standards in relation to the day to day running of the school.

**Key Findings and Evidence****Standard met?**

3

The school was run under the auspices of Devon LEA, therefore Standard 32.1 did not apply. The Principal and members of the senior management team monitored the records listed in Standard 32.2, under the direction of the Principal. Action was taken as necessary. To meet Standard 32.4, the Principal asked the staff in each house to report under the requirements. She then incorporated these reports into the annual report to Governors, thereby contributing to the over all development plan for the school. There was no high incidence of police involvement with the school and the turnover of staff was low.

**Standard 33 (33.1 - 33.7)**

The governing body, trustees, local authority, proprietor or other responsible body receive a written report on the conduct of the school from a person visiting the school on their behalf every half term.

**Key Findings and Evidence****Standard met?**

3

The Chair of Governors visited the school regularly, in his official capacity, as well as unannounced. Other governors visited from time to time, as well as attending meetings. Reports were written of visits and submitted to the Principal. Copies of reports by the National Care Standards Commission were made available to staff, children, parents/carers, placing authorities, etc.

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

[Empty box for Lay Assessor's Summary]

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

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

## **PART D**

## **HEAD'S RESPONSE**

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

We would welcome comments on the content of this report relating to the Inspection conducted on 9<sup>th</sup> February 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

YES

Comments were received from the provider

YES

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

YES

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

**Note:**

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

**D.2 Please provide the Commission with a written Action Plan by \_\_\_\_\_, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.**

**Status of the Head's Action Plan at time of publication of the final inspection report:**

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

Action plan did not cover all the statutory requirements and required further discussion

Provider has declined to provide an action plan

Other: <enter details here>



**D.3 HEAD'S AGREEMENT**

**Head's statement of agreement/comments: Please complete the relevant section that applies.**

**D.3.1 I \_\_\_\_\_ of Ratcliffe confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.**

**Print Name** \_\_\_\_\_  
**Signature** \_\_\_\_\_  
**Designation** \_\_\_\_\_  
**Date** \_\_\_\_\_

**Or**

**D.3.2 I \_\_\_\_\_ of Ratcliffe am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:**

**Print Name** \_\_\_\_\_  
**Signature** \_\_\_\_\_  
**Designation** \_\_\_\_\_  
**Date** \_\_\_\_\_

**Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.**