



Making Social Care  
Better for People

# inspection report

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

## **Stone Bay**

70 Stone Road

Broadstairs

Kent

CT10 1EB

13th September 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**

Stone Bay

**Address**

Stone Bay, 70 Stone Road, Broadstairs, Kent, CT10 1EB

**Tel No:**

01843 863421

**Fax No:**

**Email Address:**

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

Mrs Angela Stuart (Chair of Governors)

**Name of Head**

Mr Richard Edey

**CSCI Classification**

Residential Special School

**Type of school**

Maintained Special

School with Boarding

**Date of last boarding welfare inspection:**

13/1/2003
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<b>Date of Inspection Visit</b>		13th September 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:30 am	
<b>Name of CSCI Inspector</b>	1	Patrick Gough	145469
<b>Name of CSCI Inspector</b>	2		
<b>Name of CSCI Inspector</b>	3		
<b>Name of CSCI Inspector</b>	4		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>			
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>			
<b>Name of Establishment Representative at the time of inspection</b>			

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## INTRODUCTION TO REPORT AND INSPECTION

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

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

This document summarises the inspection findings of the CSCI in respect of Stone Bay. 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**

Stone Bay School is situated in a residential area on the outskirts of Broadstairs, near to shops and beaches, on an elevated site overlooking the sea. It is owned and managed by Kent County Council. There is ample car parking space, on-road and off-road, to the front and side of the premises. There are large, secure gardens, at the rear of the school, with seaside views, which have a number of play and leisure facilities. The school provides specialised education, for children and young people, aged 11 to 19 years, who exhibit communication difficulties, moderate to severe learning difficulties, challenging behaviours and Autistic Spectrum Disorders. The TEACHH approach to caring for and teaching the young people, is used at the school. Currently the School, uses nationally accredited schemes such as, the National Proficiency Test Council awards and ASDAN – transition challenge, to support its planning, teaching and monitoring of students' achievement. The residential accommodation is divided into four separate units, as well as a Lodge, in the grounds, where three young people can further develop their independent living skills. Both waking night and sleeping in staff are available to care for the students each night, and the staff rota ensures that senior residential staff are available throughout most of the day.

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

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

Evidence obtained in the course of the inspection indicated that the young people accommodated at Stone Bay School receive a high quality of care and services from a competent and dedicated staff team. The leadership provided by the Head of Care and on a whole school level, by the Head Teacher and senior colleagues, is a major contributory factor in the success that the care staff team achieve with the management and care of the students. The interaction, observed between the students and the staff, confirmed that sound and positive relationships, based on honesty, trust and mutual respect, exist between them. The School's admission procedures, which fully involve the student, the parents and all staff disciplines within the school, provide an excellent start for the young people and this is supported by a well developed extended education provision, leading to their transition to life after school. There are very good links between the residential service and the educational provision, both on a day-to-day practice level, and through regular interdisciplinary meetings. This practice is extended to the excellent consultation and communication process that exists between the School and the parents. There are good health and safety and security measures in place, whilst the robust child protection processes, supported by clear guidance and positive behaviour programmes, create a safe environment for the students. A high level of staffing coupled with a wide range of leisure activities, provides opportunities for the students to be involved in a variety of social experiences, in out of school time. The residential accommodation, bedrooms and communal facilities, are very well maintained, nicely decorated, comfortable and equipped with quality furniture. Finally, observations during the inspection indicate that there is a warm, friendly, welcoming atmosphere in the school.

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

The school should provide better written evidence of its practice relating to the students' placement plan objectives, indicating how daily implementation of methodology leads to achievements and developmental progress. The senior management, in the school, should give more consideration to ensuring there are systems in place to evidence the monitoring of records as identified in the National Minimum Standards. Whilst part of the school team benefit from a work performance review, the School should create a similar work appraisal system for the rest of the staff, so that each individual can receive feedback on their achievements and access training, identified through the process.

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

It was the view of the inspector that there was a concerted effort, managed by the School's senior management team, by every team discipline within the school, the parents and the governing body, to provide the highest quality of service to the young people in their care and that the School had gone a long way in achieving that objective. The school is to be commended on its leadership, its focus on working in partnership with parents, the high level of interdisciplinary cooperation and the positive and friendly attitude of the staff.

**NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE**

**Is Notification of any failure to safeguard and promote welfare to be made by the Commission for Social Care Inspection to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?**

NO

**Notification to be made to:**

**Local Education Authority  
Secretary of State**

NO

NO

**The grounds for any Notification to be made are:**

**IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION**

Recommended Actions from the last Inspection visit fully implemented?

NO

**If No, the findings of this inspection on any Recommended Actions not implemented are listed below:**

No	Standard	Recommended actions	
1	RS19	<p>That reference is made to the current CRB information, in that all staff, employed in the school have an up-to-date CRB check.</p> <p><b>The School has made efforts to meet this recommendation through the Local Authority responsible for its management, however it has been informed that KCC will not sanction the application for CRB checks for all staff, other than newly appointed staff. The School continues, through the Heads of Care forum, to seek a favourable solution, so that the standard can be met.</b></p>	1/02/04



2	RS24	<p>That consideration is given to ensuring that sleeping in accommodation is provided for each member of staff that does not involve the use of students' accommodation.</p> <p><b>The inspection evidenced continued minor shortfalls in meeting this standard. Current accommodation availability does not allow for the provision of dedicated sleep in facilities in the Lodge for staff. The inspector noted that if this provision ceased, then students would be denied valuable opportunities to improve their independent living.</b></p>	31/12/03

<b>RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION</b>
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**Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended actions are to be addressed. This action plan will be made available on request to the Area Office.**

<b>RECOMMENDED ACTION</b>			
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<p>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.</p>			
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No	Standard*	Recommended Action	
1	RS14	That the School produces a written policy on the promotion of the health of the young people in school.	1/12/04
2	RS17	That key workers provide on-going written evidence of the implementation of the placement plan, where daily responses are linked to objectives and the progress and achievements made.	1/12/04
3	RS19	That reference is made to the current CRB information to ensure that all staff employed in the school have an up-to-date CRB check.	1/02/04
4	RS30	That the School establishes a performance appraisal system for those staff who do not currently have that provision so that a personal development plan can be agreed and implemented, throughout each year.	1/12/04

## 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	RS1	That a statement of purpose is produced that contains all the required information stated, in order to meet the standard.
2	RS2	That the establishment and operation of a student's consultative forum be considered and trialled.
3	RS8	That the School produces a policy and procedures, which cover the steps that need to be taken in the event of a student leaving the premises without the knowledge of staff.
4	RS17	That team leaders and senior carers regularly monitor the implementation of the placement plan objectives and ensure that there is written evidence available.
5	RS24	That consideration is given to providing staff sleep-in accommodation that does not involve the use of student communal facilities.
6	RS29	That there is a process to identify the individual and training needs of care staff and that they are evidenced to be included in a training matrix.
7	RS32	The School should give consideration to establishing an audit/control system to ensure that records of practice are satisfactorily managed.

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	NO
Checks with other Organisations	
• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	YES
• Independent Person	YES
• Chair of Governors	YES
Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	NO
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	13/9/04
Time of Inspection	9:30
Duration Of Inspection (hrs.)	22.5
Number of Inspector Days spent on site	3

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

## SCHOOL INFORMATION

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

### NUMBER OF BOARDERS AT TIME OF INSPECTION:

**BOYS**     

**GIRLS**     

**TOTAL**     

**Number of separate Boarding Houses**     

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

The scale ranges from:

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

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

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

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

## STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

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

### Standard 1 (1.1 – 1.9)

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

Key Findings and Evidence	Standard met?	2
The School has yet to produce a definitive document, which includes all of the information required by the standard. Various documents, including the School's prospectus and policy documents, contain much of the necessary information, which is freely available to all, who have a vested interest in the School's governance and provision. The School's policies, which apply to day students and boarders alike, are ratified by the Governing Body.		

## 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?	2
<p>The students have a range of personnel to whom they can voice their opinions and express their views. Every student has a key worker and there is always sufficient staff available, both within the classroom setting and the residential unit, to approach. The student induction pack provides information in written and pictorial form, on the basic values at Stone Bay School, as well as indicating the staffing complement, support available within the school, and the partnership between parents and key workers. The staff and the students use the picture exchange communication system to communicate concerns, expectations and views. The students' parents are consulted on the placement plan, and the behaviour programme, prior to its implementation. A copy of each document is given to parents and their views are sought. Notwithstanding the many means available to the students, the school should establish a forum, for instance, a student's council, whereby the students could formally express their views on, their concerns about, various aspects of the school's provision. There will be an advisory recommendation that the school investigates the usefulness of such a forum.</p>		

**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?**

3

The staff handbook refers to 'the strict code of practice with regard to matters of confidentiality' and proceeds to inform staff on professional methods of communication and safe use of information. The students' main file is kept securely in the main office and staff have access to these, with permission of a senior member of staff. Other student files, which are working documents, necessary for daily practice, are kept safely in their respective residential units. Discussions with care staff and ancillary staff confirm that students' privacy is respected, in relation to personal care needs, intimate care and personal space. The inspector was informed that a number of students can and wish to wash and bathe in private, whilst a large number require assistance and support. This is given discreetly, following child protection, intimate care and 'safe working practices' guidance. Where students' communication ability allows, the key worker, through their weekly telephone to parents, offer the opportunity to the student to speak with their parent. There are a number of rooms available for parents and relatives or significant others, to meet with students, in private, should they wish. The inspector was satisfied, from discussion with the Head of Care, that where student room searches have been necessary, for matters of safety, that they have been conducted appropriately and advised that a written policy be compiled.

**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?**

3

The school's student induction pack contains a complaints document, illustrated with symbols and pictures. In discussion with some of the students, they confirmed that they how to complain and who to complain to. The document gives details of available contacts and telephone numbers of the Commission and the Independent Listener. Discussion with the Independent Listener revealed that the School is receptive to and supportive of the service. Bi-monthly visits have been conducted, however it is proposed that in future visits will occur monthly and last for a longer period. All students are given the opportunity to meet the IL. Two students representing the student population at the school, participate in NCH Project Watch half-termly, and engage in discussions and other activities related to bullying, rights and responsibilities, and other topics. No complaints from students have been registered and in discussion with the Head of Care and from observation of practice, the inspector formed the view, that such was the quality of care, that positive intervention and good communication between staff and students, prevented the escalation of concern, obviating the need for the formal process to be engaged. The inspector indicated that the staff would benefit from training as outlined in 4.4 to support the good complaints process. There is also a formal complaints process for the parents and others to use.

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

0

**Number of above complaints substantiated:**

X



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

0

**Number of above complaints substantiated:**

X

## 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

The School has a comprehensive child protection policy, containing the categories and the main indicators of abuse, with very clear guidance on procedures on how to respond to a disclosure or observation. The inspector noted that a copy of the KCPC Procedure Manual was available in the residential unit that was inspected. The school's procedures are consistent with the local policies and procedures agreed by the Area Child Protection Committee. The Head Teacher and the Head of Care are the designated persons for child protection and the staff, which were interviewed, were able to confirm this, and how they would respond to a child protection concern, to the inspector. Child Protection awareness is included in the staff induction package and for all other staff, on a rolling programme.

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

X

**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 anti-bullying policy includes a definition, the school's response and how action will be implemented in response to incidents of bullying. The inspector was given examples of how students may be at risk through physical intimidation or actual harm from other students and agreed with the conclusion that few incidents constituted bullying as defined in the policy, or as universally understood. Risk assessments and behaviour programmes indicated that some students were more vulnerable than others because of their size, demeanour or characteristics. Placement plans and behaviour programmes, which were inspected, supported the view that physical assault, student on student, is generally random or indiscriminate and determined by the assailant's disorder. The inspector was satisfied that the staff are aware of the effects of bullying, and how to manage incidents. There is a high level of staffing, which is a factor in the low incidence of bullying in the school.

<b>Percentage of pupils reporting never or hardly ever being bullied</b>	<b>X</b>	<b>%</b>
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**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>3</b>
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The content of the various documents makes reference to the requirement to liaise with, and notify, the relevant individuals, authorities and agencies. There was evidence in student files that this had occurred.

**NUMBER OF THE FOLLOWING NOTIFIED TO CSCI 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>	2
<p>Students, who attempt to leave the school, without permission, do so, not because they do not wish to remain at the school, but because they may have an obsession with escaping or entering an area, which is out of bounds. Some students require 1:1 supervision to ensure that they do not leave the residential unit, the classroom or the building, unaccompanied, for their own safety. The inspector observed instances, when the staff needed to be alert to prevent such occurrences and was given an example of a student, whose accommodation placement was determined by the need to thwart his determination to leave the premises and to maintain his security. The inspector, in conversation with senior staff, concluded that there was an awareness of the steps, which should be taken in the event of a missing student, however not all staff may have such knowledge and awareness. Reference is made, in the behaviour management policy, to absconding, with general guidelines on initial response. It is recommended that the School produce procedures that will cover 8.3, 8.4, and 8.5.</p>		
<b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>		X

## 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 inspector regarded this area as a particular strength of the school. Observation of the interactions between the staff and the students were extremely positive, in that the staff were warm and friendly towards the students, communicated effectively, and demonstrated good skills when managing difficult behaviour. The inspector found, through observation and discussion with a broad range of staff, that the management structure and the leadership through the different strata of the structure facilitated best practice. There is stability within the staff team, which provides for continuity of approach. There are good in-house systems of communication in place, with daily handover sessions, weekly care staff meetings and fortnightly inter-disciplinary meetings.

**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?**

3

The School has produced a range of informative documentation, primarily its policies and procedures and the staff handbook, to provide the staff with a clear theoretical base on which to develop their practice. There is ample evidence in the students' files, of the careful planning and consideration given to their care and control. Each student has a behaviour programme, which is based on his or her assessed needs. All the important people in the students' life including the parents, the key worker, the teacher and learning support assistant, are engaged in the planning and implementation of the programme. Where appropriate, representatives from the placing authority play a prominent part. The School adopts a positive approach to the management of behaviour using SCIP, (Strategies for Crisis Intervention and Prevention), procedures. A list of staff, trained to use these methods of intervention is included in the content of the behaviour management policy document and training is provided on a rolling programme. There are general guidelines on the use of permitted sanctions, contained in the policy documents, however, entries in the sanction book indicate that the staff manage incidents without resorting to the use of sanctions. These entries should be included in the incident log. Discussions with the Head of Care revealed that training on the concept of, the use of, and the recording of sanctions is due to occur shortly.

## QUALITY OF CARE

The intended outcomes for the following set of standards are:

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

### Standard 11 (11.1 - 11.6)

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

Key Findings and Evidence	Standard met?	4
<p>The inspector formed the view that the information gathering, which is facilitated through the admission process, is a major contributory factor in the School' success in providing quality care to the young people. Following referral, information is shared with the Senior Team, visits are arranged to the young person's current school and to their home, with agreement from their parents. The Head of Care/Team leader, a senior carer and a teacher conduct these visits. The parents and the young person are invited to visit the school on a number of occasions, including weekends and the School's sports day. The School works closely with a local school, from which many of the referrals originate. This process enables the school to plan effectively for the student's placement and for the student's key worker to be designate in the pre-ceding term, ready to start their function from the commencement of the placement.</p>		

**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 have access to the student's individual education plan and therefore are familiar with the educational needs. Care staff may, on occasions be called upon to assist within the classroom and new staff, as part of the induction process, spend time with the class teacher. The care staff can use the facilities within the classrooms, in out of school time, to assist with the students' learning. Discussions with a class teacher confirm that non-teaching staff support the students, within their residential unit, with educational projects and the inspector was given an example of a student, who enthusiastically and successfully completed a project connected with a recent sporting event. There is verbal and written communication between residential and teaching staff on a daily basis, which contributes to consistent practice. There are regular inter-disciplinary meetings held to discuss student behaviour programmes and other practice issues.

**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

The School has good on-site play and leisure facilities and is proactive in promoting community based and off-site involvement. On-site facilities include a large outdoor playground area suitable for football, other ball games and bike riding. Indoor facilities include a sensory room, a large sports hall, a music room and an art room. Each residential unit is well equipped with music and video entertainment, toys, games, and books. The School has an activities coordinator whose role it is to ascertain the leisure needs of the students, book various activity sites and facilities, conduct risk assessments of those sites and liaise with staff in ensuring that students have access to the facilities. Some of these activities include, swimming, ten-pin bowling, canoeing and sailing. The School is proactive in enabling the staff to access training so that activities can be accessed, but also uses the activity leaders at some of the sites such as, the sailing facility in Dover and the Kent Mountain Centre in Wales. A group of staff and students were at the Kent mountain Centre in Wales, participating in a range of challenging outdoor activities, during the week of the inspection.



**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 inspector found evidence to support the view that the school provides the young people with the necessary guidance, advice and support on health and personal care issues, appropriate to their needs. Reference was made, in their placement plan to dental and eye care and there was a record of the student's weight. There is an intimate care policy, which guides and supports the practice. The school has a good working relationship with the school doctor, who informed the Commission that there were no concerns in relation to the healthcare offered to the students. The school is recommended to provide written guidance on promoting the health of the young people, with particular attention given to 14.4. The inspector acknowledges that there is evidence of good practice, however the vulnerability of the young people and ever-present possibility of cross infection demands that all eventualities should be provided for.

**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?**

3

The students have breakfast, which includes a choice of cereal, toast and a range of spreads, in their residential units. The main meal of the day is provided at lunchtime and is prepared centrally for residential and day students. The cook stated that only fresh vegetables are used and fresh meat is obtained from local source. The menu is produced on a six week cycle and menus, which were inspected, were found to be varied and provided a balance between nutritious content and the preferences of the young people. The cook was advised to establish a forum, incorporating students and staff, which would facilitate discussion on a range issues concerned with meals provision, including nutrition, quantities, preferences and dietary needs. The inspector, through observation of three mealtimes, concluded that the food was well cooked and wholesome. The mealtimes were well ordered, social occasions and with sufficient staff to assist the students. As a lunchtime alternative for the main meal, students can have toast and a choice of spread. A range of fresh fruit is also available. Dining areas are pleasant and dining furniture is of a good quality. The main kitchen and those in the residential areas were well equipped, clean and tidy.

**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

It was observed, during a tour of the bedroom accommodation, that the students are able to store their own possessions and clothing in good quality furniture. A member of staff indicated that where it had been identified that a student intruded on another's privacy, this had been addressed through a risk assessment and subsequent action. The staff assist the students in making choices and make provision for the purchase of personal items, where necessary.

## CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

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

### Standard 17 (17.1 - 17.8)

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

Key Findings and Evidence	Standard met?	2
<p>Each student has a placement plan which is linked to the individual education plan. The plan contains essential information necessary for the key worker and any other member of staff to liaise appropriately with parents and relevant agencies. The structure of the plan has been well considered and covers all the required elements of the standard, incorporating, personal needs, specific care needs communication skills, self-help, social skills, behaviour, healthcare, social and leisure, and more. There was evidence of good home/school liaison. The parents are provided with a blank placement plan, prior to its completion, so that they can contribute to its composition and following its completion, a copy is sent to parents for their comments. A written daily log is completed on individual students indicating their responses, particular events or incidents and their involvement in school and post school activities. The inspector found little evidence, in the placement plans, which were inspected, relating to the objectives and their implementation. Where plans had been updated, there was no evidence to support continuance of the plan or amendments. It is recommended that the key worker provide on-going evidence of intervention and intervention methods, linked to the placement objectives, so that progress may be monitored and achievement noted. There will be an advisory recommendation that team leaders and senior carers regularly monitor and check the placement plans so that key workers are advised of their input and meet their responsibilities.</p>		

**Standard 18 (18.1 - 18.5)**

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

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

3

The young person's main file is kept in the School office and the staff are able to access it with permission from a senior staff member. The 'working file' is retained on the residential unit and is available to the key worker and unit team. The file contains all the required information, including the placement plan, review reports, healthcare needs and how they are met, other medical information, copies of incident reports and their behaviour programme. The school is advised to ensure that each entry is signed and dated.

**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 students' files, for the most part, contain all the relevant information required. The School has fulfilled its obligation, in attempting to access up-to date CRB checks for all the staff, however they have been prevented from doing so by the funding authority, whose policy conflicts with the recommendations made through the National Minimum Standards. The inspector found that staff files contained evidence of an application form, references, appointment letter, and in some instances, a curriculum vitae, although no records relating to the staff member's interview. Other records evidenced to be in place and up-to-date were accident logs, menus, staff duty rosters and the school diary and visitors book.

**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?**

4

Another strength of the School is the systems it has in place to maintain effective contact with the parents and the contribution the resulting cooperation has on the students' stability and progress. The key worker makes telephone contact with the parents on a weekly basis, to update the parent on their son/daughter's wellbeing and progress, and in doing so; the key worker allows the student the opportunity to speak with their parent. There was evidence in a student's file that the same practice was offered by the teacher. When each student returns home for the weekend on a fortnightly cycle, the key worker and class teacher provide written comments, relating to the student's performance, in the home/school liaison book. The parent is invited to reciprocate. There are various rooms in the school, where parents and other adults significant to the young person can meet them in private. The Chair of the Governing Body contributes to a column in the School's newsletter, which is sent to parents twice each term. The School has recently appointed a Senior Learning Support assistant to the role of 'family liaison worker', which will enhance the systems already in place.

**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

Discussion with the Head of Care indicated that the majority of the students progress from their completion of Key Stage 4 to the Further Education provision, which is sited on the School premises. Valuable contact is maintained between the School staff and staff in the FE unit, which favours the smooth transition from the security of school life to new challenges. The 16+ curriculum is specially designed to prepare the young adults with the necessary skills to assist them in obtaining the best possible placement when they leave the unit at the age of 19. Much of the curriculum is practice based and involves the students in experiential learning. Pathway and Leaving Care plans are developed and agreed between the Unit, the placing authority and the parents.

**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

Despite the shortfalls in the written evidence, the inspector is satisfied that each young person is treated as an individual and given the necessary support to meet their needs. Observation, by the inspector, supports the comments received from some parents and comments made by staff, that the School provides the necessary resources, in the form of experienced dedicated staff, equipment and the environment, to effectively support each student. The school's system of care is designed to be proactive, by providing the individual support, both within the residential unit and the classroom to enable the student to attain their potential. Discussions with staff confirm their knowledge and awareness of the students' needs. The practice of moving staff from team to team in a planned and considered fashion, enables all staff to become familiar with the needs of all students, whilst maintaining stability through the key worker system. Some learning support assistants provide assistance to the care staff in the evenings, which helps the corporate approach to care and teaching.

## 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

The school is in a good location, within a residential area, and close to the sea. Although the building is old, it is well maintained and has a homely feel. The Head Teacher, Governors and the staff are to be commended for their efforts in creating and maintaining good quality accommodation within the School. There is an adequate security system in place to prevent access to unauthorised persons and to prevent very vulnerable young people exiting the building, without the support of staff. Where students have an additional sensory disability, the staff have considered appropriate aids. The Head Teacher has indicated a desire to provide better access for disabled students and staff and would also like to provide more opportunities for students to experience living off campus, with the necessary support, prior to leaving the FE provision.

### Standard 24 (24.1 - 24.19)

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

#### Key Findings and Evidence

Standard met?

2

As already intimated, the accommodation provided for the boarders, is of a high quality. Despite the potential for damage to property, the interior of the building is in good structural repair and nicely decorated. The students are largely accommodated in single bedrooms, which are adequately furnished with stylish and good quality furniture. The rooms have been personalised to suit the individual taste of the young person, with a predominance of Disney characters, giving it a relaxed and happy feel. Some students have their own television and music entertainment. Parents are consulted on décor, where young people are unable to indicate preferences. A recommendation made at the previous inspection, relating to designated staff sleep-in rooms, has not been addressed, due as confirmed by the Head of Care, to lack of space in the identified area, the Lodge. The inspector acknowledged the extent of the problem and given that current arrangements maintain the safety of the students, residing in the Lodge and that the staff are in agreement with the sleep-in arrangements, there will be an advisory recommendation to provide the appropriate facilities, when possible.

**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 is an adequate number of bathrooms and toilets, which are easily accessible, in each unit, for the number of students accommodated. The location of the bathrooms and the locking device, used on the doors, ensure the students' safety and privacy. Where students require assistance with their personal care needs, there is guidance on good practice, relating to the students' dignity, and safeguards for the staff.

**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?**

3

There is evidence in the records that gas, electrical and other health and safety checks are carried out in accordance with the requirements. Security codes on the doors serve to prevent unauthorised entry and assists with the protection of those young people, who may attempt to exit the building, unaccompanied. Indoor surveillance of some corridors is in use, however the School is reviewing usage to increase the security, whilst preserving the privacy of the students. The School has done considerable research on the best course of action to take and consulted with police, the governing body and the parents. The findings have been submitted to the funding authority. Routine risk assessments are conducted, with individual assessments incorporated in the student's behaviour plan. For high-risk activities, such as outdoor pursuits, the Centre activity leaders conduct the risk assessments, based on information provided by the School, on the students involved, and their own expertise. Fire evacuation procedures are clearly documented and made available to staff and fire safety equipment is routinely tested and maintained. Hot water is thermostatically regulated to the required level.



## 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?

2

Reference has already been made to the on going efforts that the School is making to secure up-to-date CRB checks for all current staff, under standard 19. The School has a thorough recruitment policy, although not all elements of 27.2 were included in the staff files inspected. There will be an advisory recommendation that the content of 27.2 is followed so that, for example, checks additional to the CRB and a written record of the outcome of the applicant's interview, are undertaken and included.

**Total number of care staff:**

55

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

X

**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 School has a comprehensive staff handbook, which informs staff of their responsibilities and outlines the aims and objectives of the residential care provision, as well as giving guidance on good practice. Discussion with the Head of Care, other senior care staff and examination of the rotas, indicated that this standard was met. During the periods of practice, observed by the inspector, there were sufficient staff to effectively meet the needs of the young people and whilst the School has no staffing policy in place there was ample evidence that full attention is given, through behaviour plans and risk assessments and other means, to the level of staffing required to meet the students' safety and welfare needs. The Head of Care provides individual staff with the opportunity to learn from various experiences enabling them to improve their practice, through a review of their residential unit placement on an annual cycle. The inspector noted that this is achieved, whilst preserving the continuity of care to the students.

**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

20 of the care staff are currently participating in NVQ training, 13 on level 3, and 7 on level 2. The School has a good staff induction process, with a pre-employment component, which covers basic practice information, policies and procedures and other training needs. The process is conducted over a six-week period. There are periodic staff development days, during which in-house training on behaviour management, communication, child protection and other training topics are addressed. Visiting speakers/trainers are engaged to conduct sessions on, for instance, makaton, speech and language, food hygiene and other subjects. The School has a staff development policy, which makes reference to a 'staff development ideas form', used to consult staff on training needs and which then contributes to the training plan. There was no evidence that this was in use and in view of the absence of an appraisal process for care staff, there will be an advisory recommendation that, collectively and individually, care staff needs are evidenced to have been identified and incorporated in a training plan.

**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 school has a clearly defined line management structure. Staff are provided with job descriptions which outline duties and responsibilities and to whom they are accountable. The Head of Care stated that each member of staff has formal supervision once each term. This was confirmed by staff, which were interviewed, and they also stated that they receive good informal supervision, as and when required from the Head of Care and other senior staff. Whilst there is a formal appraisal system in place for the teaching staff, other staff including care staff have no such process and therefore performance evaluation, which can inform training and development plans and career development, is not formally addressed, other than in termly supervision. There will be a recommendation that the School institutes a process so that equality is achieved for all staff, relating to appraisal of performance. Short staff meetings are held twice weekly and all care staff attend a longer meeting each fortnight. There are interdisciplinary meetings, held on a fortnightly cycle also, primarily to plan and update various documents.

## 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 Head of Care has a considerable number of years experience in that position and has completed the combined Care Sector Management award (NVQ level 4 Care and NVQ level 4 Management Award) All team leaders and other senior care staff have at least three years care experience, within their field of expertise. The school supports NVQ training, with 19 currently engaged in level 2 or 3. The staff rotas are well-balanced, allowing time for record keeping, meetings, senior staff administration, handover sessions and focusing primarily on quality participation with the young people. All the required information on policies and the residential care provision is made available to parents.

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

0 %

### Standard 32 (32.1 - 32.5)

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

#### Key Findings and Evidence

#### Standard met?

2

The inspector was satisfied, from discussions with the Head of Care and senior other staff that there is a good awareness of how the residential provision's aims and objectives are being met. The gaps in the placement plans, however, indicated in a previous standard, emphasise the need for the Head Teacher or a designated senior to develop and implement an audit/control system to monitor the records of practice included in performance indicator 32.2. This would ensure that patterns or issues are identified so that remedial action is taken, if necessary. There will be an advisory recommendation for this to be considered.

**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

Monitoring visits to the School are made by the funding authority's Children's Officer, on a half termly basis, and reports produced for the school, with a copy submitted to the Commission. The reports are comprehensive and include comments on the important aspects of the residential function.

Lead Inspector Mr P Gough Signature *P Gough*  
Second Inspector \_\_\_\_\_ Signature \_\_\_\_\_  
Regulation Manager Mr W Wallace Signature \_\_\_\_\_  
Date 29<sup>th</sup> September 2004 \_\_\_\_\_

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

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 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> September 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

YES

Comments were received from the provider

NO

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 28<sup>th</sup> October 2004, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.**

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

Action plan was required

YES

Action plan was received at the point of publication

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

**Print Name**                      Richard Edey  
**Signature**                      R Edey  
**Designation**                    Head Teacher  
**Date**                              17/10/04

Or

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

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

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

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