

inspection report

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

Sidestrand Hall School

Sidestrand

Cromer

Norfolk

NR27 0NH

22nd March 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.

SCHOOL INFORMATION

Name of School

Sidestrand Hall School

Address

Sidestrand, Cromer, Norfolk, NR27 0NH

Tel No:

01263 578144

Fax No:

01263 579287

Email Address:

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

Norfolk County Council Education

Name of Head

Mrs S Fee

NCSC Classification

Residential Special School

Type of school

Day and Residential

Special School

Date of last boarding welfare inspection:

17.3.03

Date of Inspection Visit		22nd March 2004	ID Code
Time of Inspection Visit		9.30 am	
Name of NCSC Inspector	1	Mrs Dorrit Andrews	074945
Name of NCSC Inspector	2		
Name of NCSC Inspector	3		
Name of NCSC Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		N/A	
Name of Lay Assessor (if applicable) 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.		N/A	
Name of Specialist (e.g. Interpreter/Signer) (if applicable)		N/A	
Name of Establishment Representative at the time of inspection		Mrs Pam Gamble	

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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 Sidestrand Hall 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

Sidestrand Hall School is a day and a residential special school maintained by Norfolk County Council situated three miles east of Cromer on the coast road. The school caters for children with moderate learning difficulties and associated behaviour problems aged from 8 to 16 years. Set in approximately ten acres, the site is an important conservation area and includes woodland and gardens which are used by the children in their environmental science studies.

There are places for 110 children, 18 of which are currently resident at the school for a maximum of four nights from Monday to Friday. The residential provision presently comprises of three separate units situated in the main school building catering for senior girls, senior boys and more vulnerable pupils respectively. The school aims to provide a small group living experience in a safe, supportive and sensitive environment for those children where a specific need has been identified. Such provision is regularly reviewed to ensure that it remains relevant to an individual child's needs.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

- Provision of high quality individual support to children
- Small group living experience
- Provision of a friendly, supportive and sensitive environment
- Positive communication with parents

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

- Continue with the work being undertaken to improve the water pressure to the residential premises and the overall security of the school site
- Continue to progress forward with the development of a children's information booklet
- Continue to build on the progress made in relation to written guidance for care staff
- Continue the work being undertaken in relation to policy reviews.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The depth of work undertaken by the residential units is to be applauded once again. Children continue to be encouraged and enabled to develop practical skills which will stand them in good stead for when they leave school. Furthermore, the focus on individual needs and tailored goal setting enables children to gain in confidence whilst enhancing their social skills and emotional development.

Relationships between staff and children are good. However, the changing profile of pupils will need close monitoring in line with the school's Statement of Purpose to ensure adequate provision of staff and accessibility to appropriate staff training and development.

Six questionnaires were returned by parents which all contained some very positive and praiseworthy comments. Particular reference was made to the level of care afforded to the pupils and the high degree to which parents considered the needs of their children were being met. To quote from some of the comments made, one parent stated " staff genuinely care for all children" and another stated " we know everything is okay and we are quite happy."

Discussions took place with resident children in place of the pupil questionnaire. The children made the Inspector feel very welcome and were eager to conduct a tour of the accommodation. Again very positive comments were made regarding the time spent at school; teachers and care staff are viewed as approachable and helpful. Each child spoken with was able to identify at least one member of staff to whom they could take any worries or concerns. Positive comments were also made in relation to the food available and the range of activities they could participate in.

In conclusion, many of the findings of this Inspection were very positive. A number of the Standards are "almost met" and the Inspector is confident that if the progress of work continues in relation to documentation and the premises, the Standards will be "fully met." The Inspector would like to thank the school for their open approach to the Inspection. Particular acknowledgement is given to the children for their contributions to the Inspection process.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

Is Notification of any failure to safeguard and promote welfare to be made by the National Care Standards Commission 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?

NA

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

No	Standard	Recommended actions	
		Due to administrative problems, the school's report was lost off the system and therefore had to be rewritten. Consequently, the school has not been able to address some recommendations.	

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	RS1	It is recommended that the school refers to Standard 1.1-1.9 to ensure that all elements are collectively covered when finalising the Statement of Purpose.	30 th September 2004
2	RS3	It is recommended that written guidance in relation to Standard 3.11 is included in the Staff handbook as soon as possible.	1 st August 2004
3	RS4	It is recommended that reference is made to Standard 4.2, 4.3 and 4.8 when reviewing the school's complaints procedure.	30 th September 2004
4	RS6	It is recommended that the school's anti-bullying policy is revised in reference to this Standard.	1 st October 2004
5	RS7	It is recommended that the school's system for notifications includes the NCSC (known as CSCI post 1.4.04), as outlined in Standard 7.2 and Standard 7.6.	With Immediate Effect
6	RS8	It is recommended that the review of the written procedures for staff to follow in the event of a child being absent without authority, reflect and support the school's practice in responding to pupils leaving the classroom without permission.	30 th September 2004
7	RS10	It is recommended that the recording of any use of physical intervention on a child by an adult is reviewed further to ensure full compliance with Standard 10.14.	30 th September 2004

8	RS14RS14	It is recommended that the school secures qualified medical, pharmaceutical or nursing advice in a written protocol on the provision of non-prescription household medicines to children as outlined in Standard 14.18	30 th September 2004
9	RS17	It is recommended that both the structure and content of placements are reviewed in reference to this Standard.	1 st November 2004
10	RS19	It is recommended that breakfast is included in the record of menus.	1 st July 2004
11	RS26RS26	It is recommended that the Fire Officer is consulted in relation to the alterations being made to accommodate the new telephone facilities in the residential areas.	1 st July 2004
12	RS27	It is recommended that clarification is sought from the LEA to ascertain in future, how the school will be able to evidence that all elements of Standard 27.2 have been adhered to as some paperwork is retained at County Hall.	30 th September 2004
13	RS29	That guidance on child protection is a feature of the induction programme for ALL staff including ancillary, teaching assistants and mentors.	With Immediate Effect
14	RS29RS29	That all training undertaken by staff is appropriately recorded in their personal development plans once the plans are fully utilised.	30 th September 2004
15	RS30	That all one to one supervision sessions are recorded.	With Immediate Effect
16	RS30	That the issues detailed in Appendix 3 of the National Minimum Standards for Residential Special Schools are addressed in the written guidance available to staff.	1 st November 2004
17	RS33	That the arrangements for visits in accordance with Standard 33 are addressed urgently by the LEA.	30 th September 2004

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	RS17	It is recommended that individual Pupil Profiles compiled by the school note any court orders that may be in force in relation to individuals and their care status, if appropriate.

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	YES
• School Doctor	NO
• 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	NO
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	22/3/04
Time of Inspection	9.30
Duration Of Inspection (hrs.)	29
Number of Inspector Days spent on site	2.5

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?

2

Work is continuing in relation to the school's Statement of Boarding Principles and the information made available to parents and pupils. In order to fully meet this Standard, it is **recommended** that the school refers to Standard 1.1 – 1.9 to ensure that all elements are collectively covered within this range of information.

Once completed, the school's Statement of purpose should be approved by the Governing Body and reviewed and updated at least annually in order to ensure that it reasonably reflects the actual current boarding and care practice at the school.

Work is also continuing in relation to the development of a new information booklet for boarding pupils. Unfortunately, this work has not progressed as far as the Headteacher would have wished due to time constraints. However, it is anticipated that further work will be undertaken soon.

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

Staff continue to evidence a sound knowledge of individual children's backgrounds and their families and continue to be sensitive to particular communication needs when consulting both children and their families.

Children's opinions and views are regularly taken into account on a daily basis within the boarding areas and are frequently acted upon. An example of this is the school responding to requests and suggestions for particular evening activities wherever possible. Similarly, the opinions and views of individual children are actively sought and taken into account when decisions affecting their welfare and future planning are made.

The analysis of 6 returned parental questionnaires also confirmed that parents and carers are consulted and that their opinions are sought over key decisions.

As a whole school approach, the further development of the School Council is enabling wider consultation with all pupils regarding their views on particular matters affecting the school community. Some positive initiatives have also been developed by pupils and staff as a direct result of these meetings; a current one being a recycling project.

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
<p>Discussions with members of staff evidenced a sound knowledge of their responsibilities regarding the handling of confidential information. Children's records continue to be safely and securely kept.</p> <p>Enhanced guidance has now been provided for staff in relation to Standard 3.2. However, written guidance in relation to Standard 3.11 is yet to be completed. It is recommended that such guidance is included in the Staff Handbook as soon as possible.</p> <p>Space is available in each of the boarding areas for children to meet privately with parents and others. However, frequent visits from parents are not a regular feature for most of the boarders as the school only provides boarding four nights a week from Monday through to Thursday.</p> <p>The matters raised in the last inspection report in relation to children's private access to telephones are being addressed. Work is currently being undertaken to provide more suitable sites for telephones in two of the boarding areas. It is anticipated that this work will be completed within the next two months.</p>		

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
<p>The School's Brochure informs parents of what they should do in the event of any concerns or problems they may have.</p> <p>The school is continuing to review its complaints procedure in reference to this Standard. In doing so, it is recommended that particular reference is made to Standard 4.2, 4.3 and 4.8 in order to ensure full compliance.</p> <p>Pupils continue to receive a user friendly leaflet advising them what to do if they have any worries or concerns. This leaflet is also being revised with a view to making it more colourful.</p> <p>The Headteacher is aware of the need to notify the NCSC of any serious complaints made against the school or staff of the school.</p>		
Number of complaints about care at the school recorded over last 12 months:	<div>0</div>	
Number of above complaints substantiated:	<div>0</div>	
Number of complaints received by NCSC about the school over last 12 months:	<div>0</div>	
Number of above complaints substantiated:	<div>0</div>	

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 Head of Care is the designated person for child protection and has extensive experience of this area of work. There is good liaison with other agencies and attendance at child protection meetings. Confirmation of such positive practice was received by the Inspector in highly praiseworthy correspondence from the local authority. Copies of local ACPC procedures are made available in school.

Appropriate training is made available to all staff and is a feature of the school's induction programme for staff. Child protection matters continue to be a regular feature of the school's INSET programme and staff meetings. Additional plans are being made to brief ancillary staff accordingly.

Discussion took place with the Head of Care in reference to Appendix 1 of the National Minimum Standards for Residential Special Schools. Further work is in progress to ensure the inclusion of points 10 and 11.

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

2

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.

Key Findings and Evidence**Standard met?**

2

Following discussion with the Headteacher and the Head of Care, it was decided inappropriate to conduct a written pupil questionnaire. Discussions with children and time spent in the residential areas were therefore collectively used to explore a number of areas with pupils.

All pupils spoken with were aware of what to do in the event of someone being hurtful and unkind to them and were confident that any such matters brought to the attention of staff would be dealt with. Regular reminders are given to children to bring any concerns they may have to an adult in school; this is done through assemblies and class discussions. No major problems were reported by the children spoken with.

Discussions with staff evidenced a very firm view that bullying is not tolerated and is dealt with accordingly. Parental involvement of both the victim and the perpetrator(s) is sought where there has been incidences of bullying. Discussions also take place with the victim to ensure there is a support network in place for them.

Risk assessments are undertaken where there are indications that a particular pupil's behaviour is likely or is known to cause difficulties to others. Further work is being developed in this area. The members of staff spoken with evidenced a sound awareness of the need for particular vigilance during specific times of the day. It was also stated that the level of supervision is such that any problems are usually spotted before they can develop any further.

The school's anti-bullying policy is still to be revised in reference to this Standard. It is **recommended** that this piece of work is undertaken forthwith.

Percentage of pupils reporting never or hardly ever being bullied

X

%

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.

Key Findings and Evidence**Standard met?**

2

The Head teacher is conversant with her duties to notify the appropriate authorities of significant events. However, since the introduction of these Standards, additional duties have been placed upon Residential Special Schools to notify the National Care Standards Commission (to be known as the Commission for Social Care Inspection post 1.4.2004) of significant events. It is therefore **recommended** that the school's system for notifications includes the NCSC as outlined in Standard 7.2 and Standard 7.6.

There was one incident necessitating the Police to be called. This was discussed with the Inspector during the course of the inspection.

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

- **conduct by member of staff indicating unsuitability to work with children**
- **serious harm to a child**
- **serious illness or accident of a child**
- **serious incident requiring police to be called**

0

0

0

1

Standard 8 (8.1 - 8.9)

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.

Key Findings and Evidence**Standard met?**

2

The majority of boarding pupils are resident from Monday evening through to Friday morning. In the event of a child not arriving at school on Monday morning, the school secretary would contact the child's parents/carers in accordance with general school policy. Where necessary, the Pupil attendance Officer attached to the school would be contacted. To date, it is an extremely rare event for a child to go missing from the school. However, in recent months there have been occasions when pupils have left the classroom without permission. Such behaviour is explained by staff as being linked to the recent change in pupil profile.

The written procedures for staff to follow in the event of a child being absent without authority are still under review following the recommendations of the last inspection. It is further **recommended** that the procedures reflect and support the school's practice in responding to pupils leaving the classroom without permission. One particular pupil who has given cause for concern in such circumstances has kept within the school grounds but has provoked anxiety due to her personal vulnerability and the expanse of the grounds. Care has been taken to compile specific procedures for staff to follow in relation this child.

Number of recorded incidents of a child running away from the school over the past 12 months:

0

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?	
The Inspector's findings echoed those of the last inspection. Discussions with staff evidenced a clear understanding of personal and professional boundaries in their dealings with children. Observations of the interactions between staff and children were extremely positive. Examples of staff negotiating with children and setting boundaries were also evidenced. Good training opportunities are made available to staff; particular emphasis is placed on the positive care and control of children of children and praising individual and group achievements.		4

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?****2**

The school's behaviour policy has changed since the last inspection. However, there are still some shortfalls in relation to this Standard. It is therefore **recommended** that the school refers to Standard 10.19, 10.20 and 10.23 in order to ensure that these elements are fully included and or addressed.

Additional Team Teach training was provided for staff in January in relation to the further development of positive handling strategies. Members of staff spoken with were of the opinion that this training helps to maintain a consistent approach to dealing with unacceptable behaviour and is therefore beneficial to both staff and pupils.

The recording of sanctions has improved since the last inspection but staff members need to ensure that all pages are numbered. Those records examined evidenced appropriate sanctions being used.

It is **recommended** that the recording of any use of physical intervention on a child by an adult is reviewed further to ensure full compliance with Standard 10.14.

Regular monitoring of sanctions records is now being undertaken by the Deputy Head of Care who signs to evidence that she has read them. Written comments may also be made where deemed appropriate.

Comments in relation to Standard 10.18 are made under Standard 33 of this report.

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

Every effort continues to be made to obtain all necessary information about a child prior to admission. It is not the usual practice of the school to take emergency admissions.

Admission processes continue to be explained and discussed with individual children and parents/carers. Resident children spoken with confirmed this practice and referred to the caring way in which the staff helped them to settle in, support them and remind them of the daily routine. In discussions with Senior staff it was again reiterated that they have found talking to children and parents/carers about these matters a highly satisfactory method of communication; they have been able to tailor the delivery of information to the individuals concerned across a range of levels.

The school reports that work is progressing in relation to the formalisation of admission procedures as outlined in Standard 11.2.

Analysis of the 6 returned parental questionnaires, confirmed that they had all received written information about the school.

The Headteacher does not control all admissions to the school. However, where there are reservations about any particular admission and their needs, and, or, the likely effect of their admission upon the existing group of children, the reservations would be communicated in writing to Norfolk LEA.

Many of the children who are resident during the week, tend to board for the duration of their time at the school and therefore the planning for their departure and equipping them for this event is an intricate part of their placement at the school. Again, the school's practice in this area is to be highly commended.

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?**

4

The very positive findings of the previous inspection in relation to this Standard were echoed once again in this inspection.

The members of Care Staff spoken with were familiar with the educational needs and progress of all the children in their care. Liaison with teaching staff continues regularly and there is a team contribution to the annual review of individual children's statements and IEPs, where necessary.

Children continue to be actively encouraged and supported by residential and Care Staff in relation to any homework; facilities are available to assist with this. Each child's personal, social and educational development is linked to individual targets which cross over the school situation and the residential units.

All resident children participate in a preparation for independent living programme upon arrival at the school. This programme covers a multitude of areas from learning to tell the time to budgeting, cooking and laundering clothes and again, is tailored to individual needs in specific areas. The work undertaken in this area is to be commended and is viewed as one of the school's strengths.

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

A choice of activities continues to be made available to resident pupils during the week; no pupils are resident at weekends. School and residential facilities are used together with amenities in the local community although the weather, the time of the year and the number of children wishing to participate can limit the use of some facilities. Staff endeavour to introduce new ideas of their own and those of the children.

The safety of children is taken into account at all times; risk assessments are undertaken accordingly.

The balance between free time and organised activities is a delicate one for staff but is one which they are sensitive to. Many of the children who are resident enjoy the company of others, particularly adults and are therefore eager to be engaged in an activity with someone else.

A range of suitable toys, music, books and games are accessible to children; they may also bring in their own favourite items from home. The suitability of videos is checked by staff; there is currently no internet access for children within the residential units.

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 school continues to actively promote the health care of children and provide them with guidance, advice and support on health and personal care issues. Children are given the opportunity to discuss health issues with staff either as part of a group or on a one to one basis. Particular health problems and issues of personal hygiene are sensitively dealt with. It is usual practice for resident children to receive optical and dental treatment whilst they are at home. However, if required, children can have access to a local dentist in an emergency. Pupils are registered with the School Nurse and the local Doctors' Surgery; the vast majority of health needs are dealt with by a child's home health services.

The school is able to refer individual children to specialist services where there is an identified need.

First aid and minor illness treatment are given to children by designated staff; all designated First Aiders have access to regular re-training. In the event of being unwell, arrangements would be made for a child to return home. It is therefore not the school's practice to accommodate unwell pupils in the residential areas when they have been deemed unfit for school.

At the time of inspection, no child was self-medicating. Prescribed and household medication was found to be securely stored in locked cabinets. Written guidance is made available to staff regarding the administering and storing of medication.

The school will always check with parents/carers before administering any household medication to a child. However, it is **recommended** that the school secures qualified medical, pharmaceutical or nursing advice in a written protocol on the provision of non – prescription household medicines to children as outlined in Standard 14.18.

There has been a general improvement regarding the recording of administered medication within the residential units. This area continues to be monitored by the Head of Care.

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

Resident children collectively decide on the week's tea and breakfast menu for their respective groups and then embark upon a shopping trip to purchase the items required. Preparation and cooking of the meals involves each of the children at some point during the course of the week. Liaison takes place with the main school kitchen in order to alleviate too much repetition.

Lunch is taken in school with day pupils. There is a vegetarian option available for the main course and a choice of desserts. Pupils spoken with at lunchtime generally favoured the food and were often keen to have second helpings of their most favoured meal. Staff confirmed that they would feedback how well a particular dish was received, or not, to the kitchen; additional opinions are also sought from pupils during tutorial time.

Drinking water continues to be made available throughout the school and in the residential units.

The introduction of a breakfast club has developed significantly since the time of the last inspection. The decision was taken to offer toast and fruit juice or a hot drink to all pupils upon arrival at school. Part of the initiative behind this is the long distances travelled by some children in getting to school and the fact that some have to leave home as early as 7.30am, and secondly, it makes a positive start to the day whereby pupils go straight to their respective classrooms and engage in positive interaction. Such practice is to be commended.

Members of staff involved in the preparation of food receive training in safe food handling and hygiene. Each of the three kitchens in the residential areas is assessed by the Environmental Health Service in relation to the storage and preparation of food. There are no outstanding matters to be addressed from the Environmental Health Officer's visit.

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

Children are able to bring their own clothing to school and are able to store it appropriately. Each child has their own toiletries for their own use; staff provide guidance as needed regarding showering and hair washing. Girls are able to keep their own supply of sanitary protection but can ask female staff for additional supplies in an emergency.

A weekly pocket money trip is made to the local community or slightly further afar to enable children to purchase items for themselves or a birthday present for a family member. These trips remain very popular.

Care Staff hold the children's money in safe keeping for them and in doing so they maintain a record of deposits and withdrawals. Children are encouraged to sign the records.

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

Unfortunately the revision of the structure of the school's placement plan documentation has not progressed as well as the school had intended. This is partly a consequence of the unexpected prolonged absence of the newly appointed Deputy Head. However, it is anticipated that the work will now move forward.

In discussions with Care Staff and children it was clear to the Inspector that a great deal of positive work is undertaken within the residential units. However, the current framework used by staff for compiling placement plans does not reflect the work being undertaken and consequently is unable to fully evidence the criteria to be met by this Standard. In order to achieve this it is **recommended** that both the structure and content of placement plans are reviewed in reference to this Standard. It is also **recommended** that individual Pupil Profiles note any court orders that may be in force in relation to individuals and their care status, if appropriate.

Every attempt is made as far as is practicable, to involve the child and the child's parents in negotiating and producing a placement plan with the child's keyworker; subsequent reviews regularly take place to which children are encouraged to contribute.

It is difficult for the school to enable children to have a real choice in the selection or change of their keyworker, as the staffing structure does not facilitate this. Whilst the residential units operate a keyworker system, it is somewhat fluid. All children are encouraged to talk to whoever they wish.

The school contributes to all statutory reviews for children and enables individual children to understand the processes and contribute as far as is possible.

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 standard of case files examined has improved considerably since the last inspection both in terms of their content and their organisation.

Entries on the files examined were found to be dated and appropriately signed

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?**

3

An employees register is maintained on the school's data base and is backed up by records held by Norfolk LEA. Personnel files are maintained for each member of staff; those examined were found to be in order.

There is a central record of accidents recorded on a central sheet; the original forms are returned to Norfolk LEA for auditing purposes.

Records of menus as served are maintained as are duty rosters, a diary of events occurring at the school and names of visitors. It is **recommended** that breakfast is included in the record of menus.

A card index system is maintained for resident children in addition to the main school database. Following discussion with the Head of Care, it is **recommended** that consideration is given as to how best to safeguard the information recorded for at least five years from the date of the last entry as outlined in Standard 19.3. In view of the small numbers of pupils boarding, the use of a bound book may be best suited for keeping a permanent central record of the information referred to in Standard 19.2. This would not prevent the residential units from maintaining their easily accessible card index.

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

Where possible and appropriate, every encouragement is given to children to maintain contact with their parents and other family members. Any restrictions on contact are followed by the school.

Children are able to meet parents or other visitors at school in comfortable and private surroundings.

Members of Care Staff have assisted in facilitating supervised contact between individual children and their families and have also supported children during introductory visits to foster carers.

Training is made available to staff in order that they may develop their skills further in working with children and their families.

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?**

4

Standard 21.1 primarily refers to pupils in care. At the time of the inspection, this Standard was not entirely applicable. However, one child who is currently in care is due to leave the school at the end of the summer term but will not be leaving care. The Head of Care confirmed that the school has contributed to the discussions and planning for this particular child's future and has been able to support the child in their contributions and deliberations about the next stage in their life.

Standard 21.2 refers to all children in the school and the extent to which the daily life of the school provides opportunities for the development of knowledge and skills needed for their likely future living arrangements. The Inspector's findings echoed those of the last inspection. A range of opportunities are provided to enable children to develop knowledge and skills which will equip them for independent living both in practical terms and social terms.

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 school continues to demonstrate a very supportive environment for all children. Every encouragement is given to children to share any worries or difficulties they may have with any member of staff they choose. Individual support is given to those undergoing times of personal stress in relation to homesickness, family difficulties, bereavement etc. Outside professional services are sought where necessary. There are indications that the changing profile of pupils is giving rise to an increase in referrals to external agencies.

As previously noted, the school provides individually tailored personal, health and social education for each resident child.

A mentor system is in place for Year 10 and Year 11 pupils which offers specific support for named individuals. Mentors are recruited from the local community with appropriate character checks being undertaken by the school. The support offered by mentors can vary considerably and can include additional literacy support on a 1:1 basis, trips out to local places of interest or a social chat over a cup of tea at a café.

Discussion took place with one of the longstanding mentors. The scheme is co-ordinated by a member of the teaching staff and regular meetings are held to discuss issues and share ideas. There are clearly positive benefits for the children.

In order to complement the work being undertaken, it is **recommended** that all mentors receive appropriate guidance in relation to the school's child protection procedures and complaints procedures.

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?

2

The school does not accommodate children with physical disabilities or uses its premises for functions or activities that compromise or adversely affect the care or privacy of children. The last inspection reported that a complete review was being undertaken of security at the school. Discussions with the school Bursar confirmed that this had been completed and that work is progressing. An additional quotation for electric gates to the entrance to the school site is awaited. Lighting around the grounds is gradually being improved together with the refurbishment of fencing close to the cliffs. It is anticipated that the new reception area will be developed during the summer break; this should house the radio link for visitors to the front entrance. The provision of CCTV is still being considered together with suitable fencing along the front perimeter of the grounds.

The school's fire detector system is also being updated and involves a new smoke alarm system being installed.

Clearly the financial implications for each of these projects are substantial and the school is needing to prioritise accordingly. Nevertheless, acknowledgement is given to the commitment of the school to address these matters.

Links with the local community continue to be developed as a current aim of the school development plan. Local cluster schools remain involved with some joint activities with the school.

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**

The residential accommodation is reserved for the exclusive use of the pupils for whom it is designated. There are rooms available in which children can meet privately with visitors and space for activities, play and recreation.

Staff have designated sleep-in rooms suitably located in order to respond to children's night time needs.

There are facilities for laundering bedding and clothes, and domestic style facilities for children in order that they may learn to wash, dry and iron their own clothes. Dining areas and designated quiet areas often double up as areas to be used for individual target work. Telephone facilities are provided in each of the three residential areas. The concerns raised during the last inspection in relation to two of these facilities are being addressed and it is anticipated that the work being undertaken will be concluded during the next 3 months. Every encouragement is given to children to personalise their bedrooms and this is done to varying degrees. Each child has adequate storage for clothes and personal possessions. It is current practice for children to place items of value for safekeeping with staff in the residential office areas. However, small locks are being fitted to each of the children's bedside cabinets. Each child will have a key which will be different and numbered accordingly. It is anticipated that all locks will be fitted in readiness for the start of the new term.

Children's bedrooms are looking brighter and more welcoming following the provision of new curtains and duvet covers. Members of staff continue to add finishing touches to communal areas to make them more homely and comfortable. The school acknowledges the need for further re-decoration in a number of areas.

The ongoing ventilation and damp problem in the senior boys' shower room is under further investigation.

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?****2**

The last inspection highlighted once again the longstanding problem of low water pressure in some parts of the residential area. The problem is so great that at times there has been either a trickle or no water from the taps; it has also prevented the use of a shower in the girls' area.

It is pleasing to report that there has been considerable progress made in relation to this problem. A booster pump is soon to be installed following a full health and safety examination of the water tanks and water system.

The number of toilets and the provision of washbasins in toilet cubicles is also under consideration following the last inspection report.

Showers provided for the senior boys are individually curtained for privacy. Those provided in the junior area are used by one child at a time. Once the water pressure problem has been resolved, appropriate showering facilities will be available to the girls in their residential area.

Staff and adult visitors use separate toilet and bathroom facilities to those used by children. In acknowledgement of the steps taken to address the issues raised in the last inspection report, the inspector has graded this Standard as "2" rather than "1".

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**

Discussions with staff and children evidenced a clear understanding of fire evacuation procedures both for the school and for the residential areas. A regular programme of checking equipment and installations continues to be undertaken. Training is also provided for a range of staff in how to handle the fire extinguishers; a refresher course is soon to be made available. It is also planned for the local Fire Service to visit the school in order to engage in practice procedures.

In discussion with the Bursar it was **recommended** that the Fire Officer is consulted in relation to the alterations being made to accommodate the new telephone facilities in the residential areas.

Gas installations are annually checked together with all portable electrical equipment. Re-wiring of the whole house has been completed during the last two years. Annual servicing of the boilers also takes place; the most recent check was undertaken in February of this year. The problems with the water pressure have also affected the temperature of the water on occasions and also the radiator pipes. It is anticipated that once the new booster pump is installed these problems will also be resolved. Norfolk Property Services will nevertheless be monitoring the situation.

There is an annual review of all risk assessments undertaken by the Bursar. The range of risk assessments include the use of gardening equipment by pupils, trips in to town and the use of kettles and toasters by children and staff prior to morning registration. Weekly room checks are also undertaken by staff with any health and safety matters being referred to the Bursar for action.

The school grounds naturally provide a varied environment for the children. However, there are some aspects that pose safety and security problems which are now being addressed; these matters have already been referred to earlier in this report.

The Inspector acknowledges the considerable effort displayed by the school in addressing the previous issues raised. There is no doubt that once the planned work is completed, this Standard will be fully met.

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

The school's system for recruiting staff who work with children, is expected to follow the procedures and guidance laid down by the LEA.

The contents of the recruitment records examined on two personnel files were discussed with the Headteacher. It is **recommended** that clarification is sought from the LEA to ascertain how in future, the school will be able to evidence that all the elements of Standard 27.2 have been adhered to as some paperwork is retained at County Hall.

The school does not employ the services of Gap students or agency staff.

The number of full time care staff is 5 but additional care hours are covered by 5 members of school staff who undertake duties on a rotated basis; this includes the Headteacher, Learning Support Staff and a member of the ancillary team.

Total number of care staff:

5

Number of care staff who left in last 12 months:

1

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

A member of staff sleeps-in in each residential unit at night and is responsible for the children in that unit and is contactable by them at any time during the night. Each residential unit is telephone linked and therefore a member of staff is able to call for assistance if required. A senior member of the school's management team is also on call.

A written record is kept of which children and adults are sleeping in each residential unit each night.

The staff group in day to day contact with the children includes staff of both genders. Whilst there is a gender mix of Care Staff and those staff undertaking residential duties, female staff are primarily involved in the care of the senior girls.

A staffing policy has been produced following the last inspection. The school acknowledges the need for this policy to remain under continuous review in order to meet the presenting needs of individual children and to ensure that staff are not left vulnerable.

Staff cover for staff sickness and absence is primarily provided by existing school staff in order to maintain continuity and stability for the children.

Adults in charge of a group of children either in the grounds or away from school, have means by which to call for back up either through use of a walkie-talkie or mobile phone.

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's induction programme for new Care Staff includes guidance on child protection and the procedures to be followed in relation to emergencies, health and safety and notification of incidents. However, very little use had been made of the induction programme until recently as the staff team has remained stable for a number of years. It has therefore been an opportunity for the school to re-examine this progress in the light of the new Standards.

It is **recommended** that guidance on child protection is a feature of the induction programme for **all** staff including ancillary staff, teaching assistants and Mentors.

Every member of staff continues to have access to all school based and LEA training. It is **recommended** that all training undertaken by staff is appropriately recorded in their personal development plans once the plans are fully utilised.

An ongoing training programme continues in relation to Team Teach positive handling strategies to ensure that all staff members receive appropriate training. First Aid Training is also a regular feature for staff.

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**

Following the last Inspection, the Head of Care has revised the format used for formal supervision of staff. In discussion with the Head of Care and members of the team, it was evident that care staff are receiving at least one and a half hours one to one supervision during a half term period. However, the records are not necessarily reflecting the very positive work being undertaken. It is therefore **recommended** that all one to one supervision sessions are recorded in future.

The school is aware of the need to include ancillary staff working in the residential units and school based staff undertaking care duties in the arrangements for supervision as stated in Standard 30.2. There has been some progress towards this undertaking and it is anticipated that the arrangements will soon become formalised.

Regular professional supervision of the Headteacher continues to be undertaken in discussion with the school's external Adviser. The formal system of appraisal for all staff has not progressed with the momentum the Head had envisaged. This is largely a direct consequence of the newly appointed Deputy Head being on long term sick leave and two out of the three Senior Management team members being new. Nevertheless, the Headteacher is committed to addressing this area as soon as possible.

Staff are provided with written guidance on school procedures and policies. A number of policy documents are being re-formatted following an INSET training session last Autumn which focussed on policy writing.

Further work is being planned to reviewed the written guidance for care staff primarily to compile a more user friendly handbook. In undertaking this task, it is **recommended** that that the issues detailed in Appendix 3 of the National Minimum Standards for Residential Special Schools are addressed where appropriate.

All staff are aware of whom they are accountable to and have received written job descriptions stating their duties. Regular staff meetings take place which have an agenda and are minuted.

The Inspector was informed that staff are not permitted to smoke while with pupils or consume alcohol whilst on duty.

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?

2

The Head of Care has held this position at the school for twelve years. She has substantial experience in working with children who have special needs and also holds an appropriate professional childcare qualification. The Deputy Head of Care is new to the school, having been in post only a few months. She brings extensive experience to the school with a background of working in the care field. Each of the three full-time members of care staff have substantial relevant experience.

The school is fully aware of the present gaps regarding NVQ training for staff and is wanting to address this, possibly with the assistance of another residential school and the LEA.

Duty rotas continue to have time scheduled in for staff supervision, staff meetings, handover sessions and spending time interacting with individual children. Sometimes, however, these events have to be re-scheduled due to unforeseen circumstances.

Children are not given responsibility over other children in the school.

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

40 %

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?**

2

Further progress has been made in relation to the monitoring of records since the last Inspection. Additional systems are now in place to allow regular monitoring to take place in accordance with Standard 32.2. Some areas of work have not been able to be monitored as progress has been stifled as a consequence of Senior Management difficulties. However, the Inspector is confident that these matters will be appropriately addressed. The school's development plan now includes the residential provision and the Headteacher reports termly to the Governors in her Headteacher's report regarding matters in Standard 32.4. Governors' sub-committees also consider Health and Safety matters, staffing and resource matters.

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?**

1

The arrangements for these visits to be undertaken are still to be addressed by the LEA. It is **recommended** that this matter is addressed urgently. The Inspector will contact Norfolk LEA .

PART C**LAY ASSESSOR'S SUMMARY****(where applicable)**

Not applicable.

Lay Assessor

Signature

Date

Lead Inspector

Signature

Regulation Manager

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 22nd March 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

NO

Comments were received from the provider

NO

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

NO

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

NO

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 13th July 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

NO

Provider has declined to provide an action plan

NO

Other: <enter details here>

NO

D.3 HEAD’S AGREEMENT

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

D.3.1 I _____ of _____
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 _____
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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S0000042606.V140518.R01

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