

# inspection report

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

## **Hailey Hall School**

Hailey Lane

Hertford

Hertfordshire

SG13 7PB

17th & 18th March 2005

## 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**

Hailey Hall School

**Address**

Hailey Lane, Hertford, Hertfordshire, SG13 7PB

**Tel No:**

01992 465208

**Fax No:**

01992 465851

**Email Address:**

head.haileyhall@thegrid.org.uk

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

Hertfordshire County Council

**Name of Head**

Mr S R Watt

**CSCI Classification**

Residential Special School

**Type of school**Special school in  
accordance with sections  
337 and 347(1) of the  
Education Act 1996.**Date of last boarding welfare inspection:**

1 & 2/ 03/04
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<b>Date of Inspection Visit</b>		17th & 18 <sup>th</sup> March 2005	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:00 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Claire Farrier	089646
<b>Name of CSCI Inspector</b>	<b>2</b>	Not applicable	
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>		Not applicable	
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		Not applicable	
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>		Not applicable	
<b>Name of Establishment Representative at the time of inspection</b>		Mr S R Watt, Head Teacher	

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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 Hailey 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**

Hailey Hall School provides a specialist regional resource for pupils aged 11 to 16 with emotional and behavioural difficulties. All pupils have a Statement of Special Educational Need (SEN).

It is funded by Hertfordshire County Council (HCC) Local Education Authority (LEA).

The school is located on the outskirts of Hoddesdon.

The school consists of a two-storey, purpose built building. The residential provision for boarders is arranged in four units arranged around the school's hall and dining area. One unit is currently unused.

The residential facilities can accommodate a maximum of 24 boarders. Each unit contains a dormitory divided to provide individual sleeping areas, and shared communal space.

Each unit has a lounge and kitchenette, and the school's hall, dining area and games areas are used by the boarders. Outdoor recreational facilities, including a football pitch and outdoor swimming pool, are available for the boarders to use.

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

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

The residential unit is an integral part of the whole school experience, and in addition to the weekly boarders several pupils stay after school to take part in the evening activities. The residential experience contributes to improving their social skills and independent living skills. There is a wide range of activities, including camping and activity trips. The boys spoken to said that they like the school and enjoy boarding because of the activities.

The school has an experienced and stable team of residential care staff who showed through observation and discussion that they know and understand the needs of the children who board at the school. All staff, including the residential staff, are trained in TCI and the approach to behaviour management is consistent throughout the school.

The standard of information and recording in boarders' care plans is good. The children are fully involved in setting their own targets and reviewing their progress.

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

In terms of service delivery to the boarders, there is little that the school needs to do and the service provided continues to be commendable. Minor amendments should be made to some of the policies, and records should be maintained of staff supervision and governor's visits to the school. Recommended actions were made to improve the administration and recording of medication for the boarding unit.



## CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

This inspection took place over two days in March 2005. It found that many of the minimum Standards had been met or partially met, and that the overall quality of the care provided was good. 13 boarders' questionnaires were completed and several children and staff were spoken to during the inspection. All the boarders expressed satisfaction with the care provided at the school. The staff were observed to have a good relationship with the children, and they felt confident in their work and well supported by the school's management team.

### **Statement of the School's Purpose (Standard 1)**

**This standard assessed to be met.**

The school provides appropriate information about its principles and practice.

### **Children's Rights (Standards 2-4)**

**2 of the 3 standards assessed were met.**

Children were able to make decisions about their lives, and they were fully consulted about life in the school. The school had a comprehensive complaints procedure and effective procedures were in place to protect the privacy of the boarders. Some minor amendments were advised to the policies for internet access and searching children's possessions.

### **Child Protection (Standards 5-8)**

**3 of the 4 standards assessed were met.**

The school had appropriate procedures in place for the protection of the pupils and to counteract bullying. A minor amendment was advised to the whistle blowing policy.

### **Care and Control (Standards 9-10)**

**2 of the 2 standards assessed were met.**

All the boarders who completed a questionnaire and were spoken to were very positive about the residential staff. Discipline was based on positive reinforcement and physical restraint was not used in the school.

### **Quality of Care (Standards 11-16)**

**5 of the 6 standards assessed were met.**

The school continued to provide a good standard of care for the boarders. The residential contribution to education and the provision of activities were assessed as commendable. Wholesome and nutritious meals were provided. Three recommendations were made to improve the recording of medication.

### **Planning for Care (Standards 17-22)**

**6 of the 6 standards assessed were met.**

Assessments and record keeping were in place to show that the school meets the children's needs. The standard of care plans and the involvement of boarders in writing their own targets was assessed as commendable.

**Premises (Standards 23-26)****4 of the 4 standards assessed were met.**

The residential unit was well maintained, well furnished and provided sufficient space and facilities for the boarders.

**Staffing (Standards 27-30)****3 of the 4 standards assessed were met.**

The school was adequately staffed with employees who are experienced and competent to meet the needs of the boarders. Thorough recruitment procedures were seen to be in place. All the residential staff were undertaking NVQ qualifications and other training courses were available. The staff had annual appraisals and regular supervision, but this was not recorded.

**Organisation and Management (Standards 31-33)****2 of the 3 standards assessed were met.**

The school was run efficiently, and members of the governing body made regular visits to the school. Written reports should be made of the governor's visits.

## NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

**Local Education Authority  
Secretary of State**

NO

NO

<b>The grounds for any Notification to be made are:</b>

### IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

YES

No	Standard	Recommended actions	

## RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

**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.**

### 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	RS14	<p>Stocks of medication, the amount given for variable prescriptions and the date and time of opening packages of medication were not recorded clearly.</p> <p>It is recommended that procedures are put in place to ensure accurate recording of medication and to enable an accurate audit to take place, and that regular audits of the medication should be carried out.</p>	31.5.05
2	RS14	<p>The night residential care worker prepares the morning medication for the boarders.</p> <p>The medical administrator should to seek the advice of the pharmacist on the advised method for administering medication for boarders.</p>	31.5.05
3	RS14	<p>The MAR charts are signed when a medication is given, a blank is left if a boy refuses his medication.</p> <p>An appropriate code should be recorded on the MAR charts to indicate a refusal.</p>	31.5.05

## 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	RS3	The school's policy for internet access now includes leisure use of the internet, after school and for boarders. The policy states that a pupil should check with a teacher before using e-mail. It is advised that for leisure use this should be changed to 'a teacher or care staff'.
2	RS3	The policy on searching pupils stipulates that they can be searched only if there is a risk of harm to themselves or to others, and then in the presence of a witness. It is advised that this should be clarified, that the witness should be a member of staff, ideally a senior member of staff.
3	RS5	The school has a satisfactory whistle blowing procedure, but it is advised that it should include contact details for external bodies, including CSCI and Social Services.
4	RS30	<p>The residential care staff have regular supervision from their external NVQ assessor.</p> <p>It is advised that the date and time of each supervision should be recorded in the staff files as evidence that supervision has taken place.</p>
5	RS33	<p>A nominated governor, who is also a parent governor, has started to make regular visits to the boarding provision.</p> <p>It is recommended that written reports of the governor's monitoring visits should be provided to the Head Teacher, to governors and made available to inspectors.</p>

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	NO
• Fire Service	NO
• Environmental Health	NO
• DfES	NO
• School Doctor	NO
• Independent Person	NO
• Chair of Governors	NO
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	NO
Meals taken with pupils	NO
Early morning and late evening visits	NO
Visit to Sanatorium / Sick Bay	NA
Parent Survey	NO
Placing authority survey	NO
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	17/3/05
Time of Inspection	9:00
Duration Of Inspection (hrs.)	9.5
Number of Inspector Days spent on site	2

**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?	3
This standard was not fully assessed on this occasion. The school's Statement of Purpose was seen during the last inspection, no changes have been made since then.		



## 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

The views of children and their families are taken into account at annual reviews. Children are able to talk to their tutor, the Head of Care or the Head Teacher about their care and treatment in the school. They all have social workers. There is an active School Council, made up of elected representatives from each year group, which meets once a term.

There are between five and eight boarders in each unit, unit meetings take place at least weekly, and if needed every night. The boarders are encouraged to have confidence in making their views known. The boarders spoken to felt that their rights were respected.

**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**

Residential staff have a range of policies available for ensuring that children's privacy is respected, including guidance on privacy and confidentiality, and procedures for use of the internet and e-mails. The internet access policy has been revised and now includes leisure use of the internet for boarders and after school. The policy states that a pupil should check with a teacher before using e-mail. It is recommended that for leisure use this should be changed to 'a teacher or care staff'. A new policy on searching pupils has been produced, which stipulates that they can be searched only if there is a risk of harm to themselves or to others, and then in the presence of a witness. It is recommended that this should be clarified, that the witness should be a member of staff, and ideally a senior member of staff.

Confidential records, such as the minutes of child protection meetings, are kept in a locked filing cabinet in the medical room to which only the designated Child Protection (CP) Co-ordinator and the Head Teacher have keys. Pupils' records are stored securely in the school office.

An outside phone line has been installed in the library, so that boarders can talk to their parents in private. Pupils are allowed to use their own mobile phones in the boarding units, but in common with the day pupils not during school hours.

**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**

There is a comprehensive whole school complaint procedure that is clear and appears to be straightforward to follow. It includes the procedure for each stage of a complaint, including referral to the Chair of Governors or to HCC. Children can approach their tutor, the Head of Care or the Head teacher with any concerns or complaints. The boys confirmed in discussion and in their responses in the pupil questionnaires that they feel able to make their views and concerns known.

It was reported that a format for recording complaints is in place. It was not available during the inspection, but no complaints have been made to the school in the past year.

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

**Number of above complaints substantiated:**

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

**Number of above complaints substantiated:**

## 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?

2

The Medical Administrator is the designated Child Protection Co-ordinator. The school has a clearly written policy and procedures for child protection, which include information on how to recognise the signs and symptoms of abuse. The school follows the HCC child protection procedures and a summary of the procedures is in the staff handbook. The HCC Child Protection Officer provided child protection awareness training on two days in January, which all school staff attended, including teaching and residential staff.

An independent counsellor is available at the school every Friday, pupils are able to speak to her in confidence if they wish to.

The school has a satisfactory whistle blowing procedure that includes the responsibilities and rights of staff to report any concerns. It is recommended that it should include contact details for external bodies, including CSCI and Social Services.

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

0

<b>Standard 6 (6.1 - 6.5)</b> <b>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>		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The school has a good anti-bullying policy, which includes support and guidance for children, and a comprehensive definition of bullying. The pupil questionnaire gave a response of 13 of 17 pupils having been bullied, the majority of whom also responded that they had reported the incidents and the situation had improved. However, all pupils except one responded that they feel safe in the school, and he responded that he is happy at the school. This response is very different from the response to the same questionnaire for the last inspection, this may be an indication of an unclear definition of bullying rather than an increase of unacceptable behaviour. Six pupils were spoken to while showing the inspector around their boarding units and all reported a happy and supportive atmosphere in the school, with no bullying. Researchers from the University of Luton are currently carrying out more detailed surveys of the pupils' experience, including their views of bullying. It was reported that they have found no evidence of bullying in the school, and no negative comments from the pupils.</p>		
<b>Percentage of pupils reporting never or hardly ever being bullied</b>	<b>25</b>	<b>%</b>

<b>Standard 7 (7.1 - 7.7)</b> 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>
All accidents, illnesses and child protection concerns are reported to the LEA. There have been no incidents that required notification to the CSCI. Evidence was seen that parents are informed of all incidents concerning their child.		
<b>NUMBER OF THE FOLLOWING NOTIFIED TO CSCI DURING THE LAST 12 MONTHS:</b>		
• conduct by member of staff indicating unsuitability to work with children	0	
• serious harm to a child	0	
• serious illness or accident of a child	0	
• serious incident requiring police to be called	0	

**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?****3**

There have been seven incidents of boys leaving school without permission during the past year, involving only three pupils. The school has comprehensive procedures on absconding and guidelines for the staff to monitor where pupils are, and the procedures have been followed each time and recorded, including notifying police and parents. On each occasion the boy has been found and returned to school within a short time. The Head Teacher has discussed the incident with the boy each time on his return to school.

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

**7**

## 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?	3
The children spoken to said that staff treat them fairly, and that they understand and accept the school rules. All the residential staff who spoke to the inspectors described good relationships with the children based on communication and understanding. The staff give time to each of the boarders in the evenings. They understand and practice the school's behavioural policy, and all the residential staff have had training in TCI (Therapeutic Crisis Intervention). The relationship and communication between residential staff and boarders that was observed to be relaxed and informal, but with appropriate expectations of behaviour. The questionnaires completed by the boarders gave very positive feedback about the residential staff.		

**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's policy on discipline is based on reward for positive behaviour and exclusion for breaches of behaviour. The school practises TCI (Therapeutic Crisis Intervention), which is embraced by the HCC framework for the control of behaviour, and all teaching and residential staff have been trained in TCI. TCI focuses on reinforcement of positive behaviour and since its implementation there have been no incidents of restraint. Sanctions are rarely used for boarders, but may include going to bed early, sitting quietly in their bed space or in the Head's office, or not being allowed to play pool. All the school staff, including the residential staff, are expected to be aware of the school's policies, the behaviour policy is listed as essential knowledge in the Induction for New Staff document. The school follows the HCC guidelines for fixed and permanent exclusions. Children are told the possible causes of exclusion at their interview before coming to the school. The inspector observed a school assembly, where Head Teacher and staff praised the good behaviour and explained the reasons for sanctions, such as confiscating mobile phones and electronic games. All pupils who completed the inspection questionnaires felt that punishments in the school were fair, several of those spoken to said that they accept their responsibility for their actions.



## 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

The number of weekly boarders has increased since the last inspection. There are now nineteen weekly boarders, of whom fifteen were in school at the time of this inspection.

All children admitted have an educational statement of need that recommends admission to the school. The school maintains appropriate information on each pupil, including contact details for their family and where appropriate, their social worker.

Planning for leaving the school includes a phased reduction in the boarding provision during Year 11, with the aim that the child should not be boarding at all by the Spring half-term. A programme of independence training has been planned for the older boys, to take place after school hours. A new member of staff is currently being recruited to implement this.

**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**

Evidence was seen from the records, and from discussion with the children and staff, to show that the residential provision is an integral part of the whole school experience. The residential staff spoken to confirmed that there is good communication with the teaching staff, including a shared communication book in the staff room which all staff contribute to and read every morning and evening.

The teaching staff are involved in the residential unit, with some staying on to assist with evening activities. On the day of the inspection the PE teacher was in the residential unit, and as it was one of the first fine days of the year, the boys enjoyed playing football and basketball on the outside pitches.

The separation of the school day and after school activities is maintained. Pupils change out of their school uniform after school. They call the residential staff by their first names, and school issues and sanctions are not carried into the boarding unit. Year 10 and 11 boys have homework, which the residential staff give them time and encouragement to complete.

The role of the residential staff is described in the staff handbook to contribute actively to the children's education and support regular attendance at school. They provide a positive and supportive role model for the children, while the boarding experience provides a preparation for independent living.

**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?****4**

All the boys spoken to said that the best thing about boarding is the after school and evening activities. Children who board use the facilities in the school and grounds, such as the pool table and ball game area, during the evenings. The IT room is also available for boarders, including access to internet and e-mails. The school grounds contain a football pitch, a hard court for ball games and an open air swimming pool, and on the day of the inspection, which was one of the first fine days of the year, all the boys chose to be outside in the school grounds after school playing football and basket ball. Members of the teaching staff stay after school to assist with evening activities, and on this evening it was the turn of the PE teacher. Supervision by the staff was observed to be relaxed and informal, but effective.

After supper every evening outings are arranged to community facilities, including cinema, bowling and leisure pool. The day before the inspection a trip was arranged to a local fair. A small number of day pupils take part in the evening activities before they go home. The boys have to pay for these activities, but some carry out tasks such as laying and clearing the tables in order to top up their pocket money.

No children board over the weekends, but the school arranges several weekend camping trips and outdoor activities each year that all the pupils in the school are able to attend as a reward for good behaviour. A group of children were going to the Lake District for the weekend following the inspection, one boarder spoken to was very excited about the trip. One teacher is a qualified Outward Bound instructor, and another teacher and the Head Teacher or Head of Care accompany the trips.

**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**

All boarders are registered with a local GP. Parents sign a form giving consent for the school to arrange visits to the GP, A&E, and to administer first aid or necessary medical treatment.

The school has support from CAMHS (Children and Adolescents Mental Health Service) for emotional health needs. CAMHS monitor the children who are prescribed Ritalin. The medical administrator attends ADHD (attention deficit disorder) clinics with some children, at the request of their parents, but liaison with CAMHS and the ADHD clinic was reported to be patchy and the school is not always informed directly of the results of clinic visits.

The medical administrator is responsible for medication and healthcare in the school. Residential staff and learning assistants are also able to administer medication. Medication is stored in a cupboard in the medical room, which is locked when not in use. There is a pouch for each boy's medication and a MAR (medicines administration record) chart provided by the pharmacist for each boy. The school has appropriate procedures for the administration and recording of medication, but recommendations have been made to improve the practice.

1. All medication is recorded in a log book when it comes into the school and when it leaves. Paracetamol and other homely remedies are also recorded in the daily log book. Most medication is prescribed by the school GP, a supply is given to the parents for the weekend. Although this is recorded in the log book, it is not recorded on the MAR chart, with the result that it is difficult to carry out a effective audit, so it was not possible to carry out an accurate spot check audit during the inspection. Epilin is prescribed for one boy, with a different dose morning and evening. It was not clear from the pack, which dose was the first taken from it, this should be clarified on the pack or on the MAR chart so that an accurate audit can be carried out. For medications for which there is a different dose at different times of day the number of tablets administered each time should be written on the MAR chart when it is signed. It is recommended that procedures are put in place to ensure accurate recording of medication and to enable an accurate audit to take place, regular audits of the medication should be carried out.
2. The night residential care worker puts the morning medication into a separate small container (a used film case) for each child. For boys who have more than one medication, there is no evidence that the medications can be put into one container, and best practice for administration of medication is that it should be administered from the package in which it is supplied by the pharmacist, in order to minimise the possibility of error. The medical administrator should to seek the advice of the pharmacist on the advised method for administering medication for boarders.
3. The MAR charts are signed when a medication is given, a blank is left if a boy refuses his medication. An appropriate code should be recorded on the MAR charts to indicate a refusal. Without this, there is no indication whether the boy refused to take the medication, or the member of staff omitted to administer it.

**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**

Supper and breakfast are prepared in the school kitchen, by staff who cook specifically for the boarders. There is a four week rotating menu, which complies with the HCC Healthy Schools programme and provides a choice of a hot meal or substantial salad for the evening meal. Breakfast and toast are provided for breakfast, with a cooked breakfast provided on three mornings every week. Some day pupils also have toast and cereals when they arrive at school.

An extension to the main hall is used as a dining room for the boarders. It is not completely separate from the main school facilities, but it has been decorated in a domestic style and provides a reasonably homely environment, given the restrictions of the school building. The children and staff eat together at round tables. The inspector did not take part in any meals with the boarders on this occasion, but both the pupils and staff spoken to confirmed that meal times are orderly and well managed social occasions. Most of the boys who completed questionnaires said that they like the food at least some of the time, while those spoken to said that they have enough to eat and generally enjoy their meals.

Each boarding unit has its own kitchenette, with a kettle and a toaster which can be used to prepare drinks and snacks, particularly by the older boys on North Down unit.

The school has a tuck shop, which provides healthy snacks such as yoghurt, fruit drinks and cereal bars instead of fizzy drinks, sweets and chocolate.

**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 change into their own clothes after school, and their school clothes are washed every night. If they bring pocket money to school, they can choose whether to keep it themselves or hand it to staff for safe keeping. Each pupil's money is stored separately, and given to the pupil on request to pay for outings or buy snacks from the tuck shop.

Several of the boys have very limited understanding of money. A programme of independence training has been planned for the older boys, to take place after school hours, and a new member of staff is currently being recruited to implement this. Understanding and basic management of money will be part of this programme.

## 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?

4

All the weekly boarders have an individual care plan. The care plans of two boys were inspected. A new format has been introduced for the care plans, they are now based on targets for each boy, including practical and organisational skills, personal appearance and personal hygiene, house rules, social development and emotional development and behaviour. Details of each boy's needs are completed under each heading and targets set. Each target is broken down into detailed sub-headings, reviews are carried each term and scored with W (working towards), A (achieved) or E (established). The boys also set their own targets, which are reviewed each term. One example of a target set by the child is 'to keep clothes and bed space tidy'. The termly reviews reported in October 2004 "improved but still needs some work", while in January 2005 "steadily improving".

The assessment and detailed targets give a thorough pen picture of each child's abilities and needs. The involvement of the boys in setting their own targets and reviewing their progress is commendable. The boys spoken to knew what their own targets were and were proud of their achievements in working towards them or meeting them.

**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 children's files inspected contained details of basic information, including contact details for the family and any restrictions on parental access, the statement of educational needs, details of health conditions and medication and an ethnic monitoring form. Signed parental permission forms were in each file, concerning the administration of medication, medical treatment, and activities organised by the school. Care plans are maintained in the residential unit and are accessible for residential staff. Confidential files, including health details and any child protection issues, are stored securely in the medical room. All the required information is maintained within the school files.

**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

The school maintains clear records for both pupils and staff. The residential unit maintains clear records on boarders and the school has full records of the staff it employs. Major events that affect the boarders are recorded. The school maintains duty rosters for residential care staff and records of all accidents and incidents.

**Standard 20 (20.1 - 20.6)**

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

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

3

Children board from Monday to Friday and go home at weekends. One boarder lives with foster parents when he is not at school. The residential staff phone parents at least once every week, and they contact them regarding any welfare concerns. All residential staff are now undertaking training for NVQ level 3 in residential child care, which includes the skills for working with children and their families.

No comment cards were received from parents on this occasion.

**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

A programme of independence training has been planned for the older boys, to take place after school hours, and a new member of staff is currently being recruited to implement this. The school is involved in reviews and planning meetings for the pupils who are in care.

**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

All residential staff are available to boarders to support them with any personal or welfare concerns, and they each have a personal tutor in the school. The staff encourage children to form social groups and ensure that individual children are not isolated. The children all have an adult family member who can support them, or in one case foster parents. An independent counsellor is available at the school every Friday and pupils are able to speak to her in confidence if they wish to. Several boarders also take part in a weekly drama therapy session. The boys spoken to all said that they feel able to speak to staff about any concerns, their responses to questionnaires showed that they all have appropriate support available to them.



## 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

This purpose-built school is suitably located in the community and appropriate links with that community are maintained. The residential provision for boarders is arranged in four units arranged around the school's hall and dining area. One unit is currently unused.

The residential facilities can accommodate a maximum of 24 boarders. Each unit contains a dormitory divided to provide individual sleeping areas and shared communal space. Four single bedrooms are available, for senior boys and boys with special needs. Each unit has a lounge and kitchenette, and the school's hall, dining area and games areas are used by the boarders. Outdoor recreational facilities, including a football pitch and outdoor swimming pool are available for the boarders to use. The accommodation looked clean and well maintained.

The school premises are not used for functions that are not connected with the Statement of Purpose and there are effective precautions taken to deter unauthorised access to the premises.

**Standard 24 (24.1 - 24.19)**

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

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

3

Decorative standards are adequate and boarders generally appear to respect their surroundings. Children are able to personalise their area within the dormitories. Curtains or screens could be put in place if necessary to provide complete privacy. There are four single bedrooms that are occupied by senior boys and boys with special needs. The boarding units house boarders from one or two year groups, there are no large age differences between the children in each dormitory. Individual areas are adequately provided with furniture and study space. The areas are appropriately lit and kept to comfortable levels of warmth. When communal space is included in the calculation, there is sufficient space to accommodate the current numbers of boarders. There are places where arrangements can be made for children to receive visitors in private.

The school laundry is equipped with commercial washing machines. The waking night member of staff does the laundry every night. The laundry is not available for boarders to use themselves. The staff sleep-in room is adequate to cover two of the dormitories and there is an additional waking member of night staff.

**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 are sufficient numbers of toilets and bathing facilities to meet the needs of the number of children currently being accommodated, with a bathroom and a shower room on each boarding unit. The shower rooms need some further improvement to prevent them from flooding the room when they are used. The four single bedrooms are situated outside of the boarding units. There are toilets close to them, but the boys go into one of the units to have a shower or bath. Staff and visitors have separate toilet and bathroom provision.

**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**

The school conforms to fire safety legislation and staff are alert to health & safety issues. There are regular fire drills carried out and fire-fighting equipment is tested. A full record is made of each fire drill, including the names of pupils and staff who took part. Children were clear about emergency evacuation routes and procedures. Gas installations are checked annually and electrical installations and equipment are checked at least every three years. Hot water to which the children have unsupervised access was not excessively hot. Staff undertake written risk assessments for all identified risks for specific areas of the school and for each activity and community outing that the boarders take part in.

## STAFFING

The intended outcomes for the following set of standards are:

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

### Standard 27 (27.1 - 27.9)

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

### Key Findings and Evidence

### Standard met?

3

The files of two new members of residential staff were inspected. All contained appropriate information, including evidence of satisfactory CRB checks and list 99 checks, recent references, confirmation of a satisfactory health report and proof of identity. The school follows HCC recruitment procedures, sufficient evidence has been seen to show that the school follows a robust recruitment procedure and that all appropriate information on staff is maintained.

No staff family members live in the residential unit, 'gap' students are not deployed there and there are no agency staff used. The school has appointed no guardians.

**Total number of care staff:**

7

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

0

**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**

Three residential care staff are in the boarding units every evening and morning. There is one waking night member of staff, and one of the residential staff sleeps in in the boarding unit or lives within the school grounds and is on call. One of the teachers spends the evening with the boarders and sleeps in on the unit or is on call if he lives within the school grounds.

Several of the residential staff work part time and can be available to cover for staff absences if necessary.

**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?****3**

Four of the residential staff are studying for NVQ qualifications, with the support of an external assessor. There is an induction programme for new staff, which includes a check list of all the essential elements.

The Hertfordshire CS&F training programme is now available for the residential staff. Training in child care has been provided, but access to the training is still patchy and problematical, as the courses are frequently not provided on days when the residential staff can easily attend them.

**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 implemented a comprehensive schedule for performance management and supervision for all staff, with the involvement of the members of the governing body who are responsible for performance management and for regular monitoring visits of the boarding provision. Evidence was seen of an annual appraisal of all the school staff, including the residential care staff. The residential care staff are all undertaking NVQ qualifications, as part of their training they have regular supervision from the external NVQ assessor. The requirements of this Standard that each member of staff should have formal recorded supervision each half term, from a senior member of staff, covering all aspects of their work and personal development. While the arrangement for supervision from an external assessor does not fully meet these requirements, it is accepted as a practical alternative for the school at the current time. When the residential staff have completed their NVQ qualifications, an appropriate system for supervision within the school should be put into place.

No record is kept in the school of the supervision sessions with the external assessor. As these supervisions take place for the purpose of the NVQ course and not for the purpose of supporting the staff in their work in the school, it would not be appropriate for a full record to be maintained in the school. However, it is advised that the date and time of each supervision should be recorded in the staff files as evidence that supervision has taken place.

## 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 over 25 years experience in residential child care and has been head of care at the school for 9 years. He has a CSS qualification. Hertfordshire County Council Children Schools & Families Department have put training in place to enable residential care staff to complete the NVQ level 3 qualification in Caring for Children and Young People and four staff are working towards this.

The staffing rota is arranged to attempt to meet the requirements of the Working Time Directive. Day staff should work approximately 35 hours a week, and the hours for the waking night shifts total 44 hours.

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

14 %

### 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?

3

All placement plans are monitored on a weekly basis. All required records are maintained as described else where in this report in the appropriate Standards. The Head Teacher includes a review of the school's welfare provision for boarding pupils in his termly report to the governing body.

**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?****2**

A nominated governor, who is also a parent governor, has started to make regular visits to the boarding provision and to report back verbally to the governing body at their termly meetings. The Head of Care has drawn up a format for a written report of the visits, including aspects of the boarding provision that she should report on and the views of the boarders. In order to fully comply with this Standard, it is recommended that written reports of the governor's monitoring visits should be provided to the Head Teacher, to governors and made available to inspectors. The inspector requested that the reports should be sent to CSCI.



**PART C****LAY ASSESSOR'S SUMMARY****(where applicable)****Lay Assessor**      Not applicable      **Signature** \_\_\_\_\_**Date**      \_\_\_\_\_**Lead Inspector**      Claire Farrier      **Signature** \_\_\_\_\_**Date**      \_\_\_\_\_**Public reports**

It should be noted that all CSCI inspection reports are public documents.

## 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 Thursday and Friday 17<sup>th</sup> and 18<sup>th</sup> March 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

We are working on the best way to include provider responses in the published report. In the meantime responses received are available on request from the Hertfordshire Area Office.

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

Amendments to the report were necessary

NO

Comments were received from the provider

YES

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

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

YES

**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 9<sup>th</sup> May 2005 , 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, Mr S R Watt of Hailey Hall 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 dates and that I agree with the recommended actions made and will seek to comply with these.**

<b>Print Name</b>	<u>Mr S R Watt</u>
<b>Signature</b>	<u></u>
<b>Designation</b>	<u>Headteacher</u>
<b>Date</b>	<u>05 05 05</u>

**Or**

**~~D.3.2 I, Mr S R Watt of Hailey Hall 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 dates for the following reasons:~~**

--

<b>Print Name</b>	<u></u>
<b>Signature</b>	<u></u>
<b>Designation</b>	<u></u>
<b>Date</b>	<u></u>

~~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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