

# inspection report

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

## **Sidestrand Hall School**

Sidestrand

Cromer

Norfolk

NR27 0NH

7th 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.

## 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

**CSCI Classification**

Residential Special School

**Type of school**

**Date of last boarding welfare inspection:**

22.3.04

<b>Date of Inspection Visit</b>		7th March 2005	<b>ID Code</b>
<b>Time of Inspection Visit</b>		0900	
<b>Name of CSCI Inspector</b>	<b>1</b>	Mrs Dorrit Andrews	074945
<b>Name of CSCI Inspector</b>	<b>2</b>		
<b>Name of CSCI Inspector</b>	<b>3</b>		
<b>Name of CSCI Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>		N/A	
<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.		N/A	
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>		N/A	
<b>Name of Establishment Representative at the time of inspection</b>		Mrs Sarah Fee (Headteacher)	

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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 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, 16 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**

- Complete the work commenced to improve the water pressure in the residential premises
- Complete the children's information booklet
- Complete Handbook for Care Staff
- Forge ahead with NVQ training for Care Staff

## CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Once again, the quality of care provided within the residential units is to be applauded. Discussions with children were positive and highlighted a number of benefits the children feel they gain by boarding at school despite missing their families.

Unfortunately, the production of some of the required written guidance and associated paperwork identified at the last inspection has not progressed with the speed the school had intended.

The school has nevertheless worked extremely hard during the past 12 months to address those serious weaknesses highlighted in their OFSTED inspection of March 2004. Consequently, a great deal of the school's focus and energy has been directed upon these matters.

Following the positive outcome of the follow-up visit to the OFSTED inspection in November of 2004 and the appointment of a new Head of Care, there is a renewed energy within the school to address the shortfalls highlighted in the following inspection report. However, there are some matters, namely those concerning premises, personnel records and NVQ training, which will require the involvement and commitment of the local education authority in assisting the school to meet the relevant Standards as these matters are not in complete control of the school.

The inspector acknowledges the extensive amount of security and fire safety work undertaken at the school and the financial expenditure that this has involved. The school has been informed that the long standing problem of poor water pressure in some parts of the residential area is to be addressed and therefore it is hoped that this matter will remain the next priority and that work will be undertaken accordingly.

Finally, the inspector would like to express her gratitude to the school for their open approach to the inspection process, and wishes to convey her appreciation to all pupils and staff involved.

## NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

N/A

[illegible]

NO

No	Standard	Recommended actions	
1	RS1	It is recommended that the school refers to Standard 1.1-1.9 to ensure that all elements are collectively covered within its Statement of Purpose and that the Statement is finalised as a matter of urgency.	1.7.05
2	RS4	It is recommended that boarding pupils be informed of how they can make a complaint directly to the CSCI as outlined in the previous report and Standard 4.8.	1.7.05
3	RS14	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.	1.7.05

4	RS27	It is again recommended that clarification be 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.	1.7.05
5	RS29	It is recommended that all training undertaken by Care Staff be appropriately recorded in their personal development plans which are still to be compiled in accordance with Standard 29.5.	31.7.05
6	RS30	It is recommended that the work commenced in relation to reviewing the written guidance to Care Staff in reference to Appendix 3 of the National Minimum Standards for Residential Special schools continues and that the resulting documentation is compiled into a Handbook for Care Staff.	30.9.05
7	RS33	It is strongly recommended that the local education authority arranges for a representative of the authority, who does not work at the school, to visit the school once every half-term and complete a written report on the conduct of the school in accordance with this Standard. This matter remains outstanding from the two previous inspections.	1.7.05

## 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	RS1	It is recommended that the school provides suitable information for children in an appropriate format as outlined in Standard 1.4	30.9.05
2	RS3	It is recommended that in the event of a child's possessions being searched, appropriate written details be documented as outlined in Standard 3.11.	With immediate effect.
3	RS4	It is recommended that the details informing parents of how to contact the CSCI be expanded to include a statement that the CSCI may be contacted regarding boarding pupils.	31.7.05
4	RS8	It is recommended that appropriate procedures and guidance be compiled for Care Staff in reference to this Standard in the event of a pupil absconding from the residential area.	31.7.05
5	RS10	Following the approval of the revised behaviour policy by the governing body, it is recommended that appropriate action be taken in accordance with Standard 10.19.	30.9.05
6	RS14	It is recommended that the guidance made available to staff in the residential units regarding the administering and storing of medication, be revised and updated in light of recent staff changes.	31.7.05
7	RS14	It is recommended that the criteria detailed in Standard 14.6 be incorporated into each child's placement plan or developed as a separate health plan.	30.9.05

8	RS17	It is recommended that the structure and content of placement plans be further reviewed in order to reflect that updates and changes are appropriately recorded and monitored.	30.9.05
9	RS18	It is recommended that children's individual case files be maintained in accordance with this Standard.	30.9.05
10	RS24	It is recommended that the work commenced in relation to the provision of a children's telephone in Barclay Court be completed as soon as possible.	31.7.09
11	RS24	It is recommended that the ongoing ventilation and damp problems in the senior boys' shower room and the need for further re-decoration in a number of rooms in the residential area, continue to feature in the school's overall development plan.	On going.
12	RS25	It is recommended that the work required to address the longstanding problem with the water pressure in the girls' area be carried out as soon as possible.	30.9.05
13	RS30	It is recommended that a full set of up to date school policy documents and related procedures be made available to Care Staff in the residential office.	30.9.05
14	RS31	It is recommended that appropriate steps be taken to address the NVQ training needs of Care Staff.	30.10.05
15	RS32	It is recommended that monitoring continues to take place at the intervals specified in Standard 32.2.	1.7.05

#### 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	RS4	It is recommended that the telephone number of the local CSCI (Norfolk) Area Office be included in the information provided to parents and boarding pupils.

2	RS5	It is recommended that all copies of the school's child protection procedures be amended to include the name of the new Head of Care and secondly, that the details regarding referral to the NCSC as outlined in Appendix 1 of the National Minimum Standards for Residential Special Schools, be amended to read CSCI rather than NCSC.
3	RS6	It is recommended that reference be made to the school's anti-bullying policy in the school's Staff Handbook and in the Handbook to be developed for Care Staff.
4	RS19	In view of the small number of pupils boarding, it is recommended that the use of a bound book may be best suited to keeping a permanent central record of the information referred to in Standard 19.2.

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	NA
Parent Survey	YES
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	7/3/05
Time of Inspection	0900
Duration Of Inspection (hrs.)	30
Number of Inspector Days spent on site	3

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

## SCHOOL INFORMATION

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

## NUMBER OF BOARDERS AT TIME OF INSPECTION:

**BOYS**

**GIRLS**

**TOTAL**

**Number of separate Boarding Houses**

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

The scale ranges from:

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

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

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

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

## STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

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

### Standard 1 (1.1 – 1.9)

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

### Key Findings and Evidence

### Standard met?

2

The school prospectus sets out a wide range of information and provides parents with a good overview of the school. However, the school's Statement of Purpose which describes what the school sets out to do for those children it accommodates, is still awaiting completion. It is **recommended** that the school refer to Standard 1.1-1.9 to ensure that all elements are collectively covered within the Statement and that the Statement is finalised as a matter of urgency. Once completed, the school's Statement of Purpose should be approved by the governing body and reviewed and updated at least annually to ensure that it reasonably reflects the actual current boarding and care practice at the school. The production of a new information booklet for boarding pupils has not been finalised as planned. It is **recommended** that the school provide suitable information for children in an appropriate format as outlined in Standard 1.4.

## 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 continue to be taken into account on a regular basis both within the boarding areas and within the wider school community. The views and opinions of individual children are also actively sought and taken into account when decisions affecting their welfare and future planning are made.

The analysis of 4 parental questionnaires indicated that parents and carers are consulted and that their opinions are sought over key decisions.

**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

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.

Space is available in each of the boarding areas for children to meet privately with parents and others. However, an additional room is being made available which is separate from the boarding areas. 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.

The matter raised in the last two inspection reports in relation to children's private access to telephones is nearing resolution. Suitable private telephone facilities have now been provided in Nelson's Nest; similar work has been planned for Barclay Court and it is anticipated that this will be completed soon.

Following a recommendation made in the last inspection report, written guidance has been included in the Staff Handbook regarding searching a child's possessions. It is **recommended** that in the event of any such action being taken, all such searches be documented as outlined in Standard 3.11.

**Standard 4 (4.1 - 4.8)**

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

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

2

The School Brochure informs parents of the Local Education Authority's complaints procedure. Details of how to contact the Commission for Social Care Inspection (CSCI) are also provided. However, it is **recommended** that these details contain a statement that the CSCI may be contacted in relation to concerns regarding boarding pupils. It is also **advised** that the telephone number of the local Norfolk Area CSCI Office be included.

As stated in the last inspection report, the complaints leaflet provided to children has been revised to enhance its appearance to children. Copies of the leaflet are distributed to pupils and are displayed on notice boards. It is **recommended** that boarding pupils be informed of how they can make a complaint directly to the CSCI as outlined in Standard 4.8 and in the last inspection report.

It is the intention of the recently newly appointed Head of Care to re-examine the children's complaints procedure and associated documentation in accordance with this Standard.

No complaints about care at the school have been recorded during the last 12 months.

However, attention is drawn to each of the elements of this Standard, particularly 4.3 in relation to record keeping, in the event of dealing with a complaint.

The Head Teacher is aware of the need to notify the CSCI of any serious complaints made against the school or staff of the school.

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

0

**Number of above complaints substantiated:**

0

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

0

**Number of above complaints substantiated:**

0

## CHILD PROTECTION

The intended outcomes for the following set of standards are:

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

### Standard 5 (5.1 - 5.12)

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

#### Key Findings and Evidence

#### Standard met?

3

The newly appointed Head of Care is the designated person for child protection and has extensive experience of this area of work. Good liaison with other agencies continues together with attendance at child protection meetings. 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. Individual staff spoken with demonstrated an awareness of the school's child protection procedures.

The revised Staff Handbook for teachers makes it clear to staff that they have a duty to log all concerns regarding a pupil's welfare and that failure to do so, will lead to disciplinary procedures.

It is **advised** that all copies of the school's child protection procedures be amended to include the name of the new Head of Care and secondly, that the details regarding referral to the NCSC as outlined in Appendix 1 of the National Minimum Standards for Residential Schools, be amended to read CSCI rather than NCSC.

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?**

3

The school's anti-bullying policy has been revised since the last inspection and was awaiting approval by the governing body at the time of this inspection.

Discussions with staff evidenced a firm view that bullying is not tolerated and is dealt with accordingly. Parental involvement of both the victim and the perpetrator is sought where there have been incidences of bullying. An example of how this has been positively conducted was shared with the inspector. Monitoring discussions also take place with the victim to ensure that there is a support network in place for them.

During this inspection, 3 senior pupils completed the pupil questionnaire. Discussions also took place with all resident children and time was spent in each of the residential areas. All pupils spoken with were aware of what to do in the event of someone being unkind and hurtful to them and were confident that any such matters brought to the attention of staff would be dealt with. Regular reminders continue to be given to children to bring any concerns they may have to an adult in school; this is done through assemblies, PSHE, form tutorial time and in the residential units. The on-going development of the School Council also has an active role in discussing the implications of bullying and its effect on the wider school community.

No physical incidences of bullying were reported to the inspector during discussions with children. A number stated that there were incidences of name calling.

Risk assessments are undertaken where there are indications that a particular pupil's behaviour is likely or is known to cause difficulties to others.

It is **advised** that reference is made to the school's anti-bullying policy in the Staff Handbook for school staff and the Handbook being developed for Care Staff.

**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?**

3

The Head Teacher is conversant with her duties to notify the appropriate authorities of significant events and a system is in place for notifying the CSCI.

A pro-forma is being developed that will facilitate the future notifications of events and their recording.

**NUMBER OF THE FOLLOWING NOTIFIED TO CSCI 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. It is an extremely rare event for a child to go missing from the school. There have been far fewer incidences of children leaving the classroom without permission and this has been attributed to the school's re-focusing of its behavioural management strategy. In addition, the erection of new fencing in some open areas of the expansive school grounds has also helped to curtail children's activities upon leaving the classroom without permission. Revised guidance for school staff entitled "Pupils Who Abscond" has been included in the Staff Handbook and includes guidance in the event of a pupil absconding from class or the school site. However, specific procedures and guidance for Care staff encountering similar problems from the residential areas are still awaited. It is therefore **recommended** that appropriate procedures and guidance be compiled in reference to this Standard.

**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?	4
<p>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 constructive and positive. Examples of staff negotiating with children and setting boundaries in relation to acceptable behaviour were once again in evidence.</p> <p>Emphasis continues to be placed on the positive care and control of children and praising individual and group achievements.</p>		

**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**

Examination of the sanction records maintained in the residential units evidenced very few sanctions recorded since the last inspection. Discussions with both staff and pupils confirmed that much emphasis is placed on encouraging positive behaviour and talking with children rather than continuous reliance on sanctions. There have been no recorded incidences of physical restraint within the residential units during the last 12 months.

The monitoring of sanctions records within the residential units has been undertaken by the Deputy Head of Care. A new monitoring pro-forma is being developed by the Head of Care to facilitate the future monitoring of all records within the boarding provision.

The whole school behaviour policy has been re-formulated again since the last inspection. Following the approval of the behaviour policy by the governing body, it is **recommended** that appropriate action be taken in accordance with Standard 10.19.

Discussions with pupils regarding the changes to the management of behaviour were highly positive overall. Comments made by some individuals referred to feeling safer and that there was more control by staff than before. It was also considered that having 5 school rules was much better as everyone could remember these more easily and in turn, pupils spoke of how this made things clearer. Furthermore, the new system was considered to be fairer as staff were viewed as helping individuals to control their behaviour better. Enquiring as to how pupils felt staff were helping, it was explained that staff gave more warnings and that specific members of staff were able to come into the classroom to help individuals settle to their work. The new strategy that was not liked was that of the introduction of the Behaviour Improvement Centre, known as the "BIC", to where pupils could be referred to work away from their normal class.

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

**Guidance**

Police involvement in the school is detailed in the (school) Staff Handbook under specific entries such as 'Dealing with an Intruder on the school site', 'Pupils who Abscond' and 'Searching Possessions'.

## 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

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

The Head Teacher 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, improved opportunities now exist within the LEA to discuss such issues and put into place appropriate supportive strategies.

The residential units' admission and leaving procedures are to be reviewed in conjunction with the production of a boarding pupils' handbook.

Very few new boarders have been admitted since the last inspection. Admission processes continue to be explained and discussed with individual children and parents/carers. Each of the 4 respondents to the parents' questionnaire indicated that they had all received written information about the school.

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 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 and has been strengthened by the regular timetabled involvement of one member of Care Staff in the school's newly formed Behaviour Team.

Care Staff also continue to contribute to the annual review of individual children's statements and IEPs.

Each child's personal, social and educational development is linked to individual targets that cross over the school community 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 have endeavoured to introduce new ideas of their own and those of the children. Recent events have included cycle rides and weekly attendance at the UEA to participate in a programme of sporting activities.

The safety of children is taken into account at all times; risk assessments are undertaken accordingly for trips and for named individuals where there is a perceived risk to their safety and that of others.

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 Care Staff; there is currently no internet access for children within the boarding provision.

**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.

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 and a number of staff have recently attended a medication awareness course conducted by Boots.

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 sick pupils in the residential areas when they have been deemed unfit for school. Work is soon to commence on providing the school with a sick room in the new reception area. This is a positive development for the school in light of the increasing medical needs of a number of children.

Written guidance is made available to staff regarding the administering and storing of medication. However, the guidance examined in the residential areas was found to be out of date. It is therefore **recommended** that this guidance is appropriately revised and updated.

At the time of the last inspection, work was proceeding on the development of individual health plans in conjunction with the production of placement plans. Unfortunately this work has not progressed as planned. Whilst there are specific health care plans in place for some children, it is **recommended** that the criteria detailed in Standard 14.6 is incorporated into each child's placement plan or developed as a separate health plan.

Finally, it is again **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.

**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. A high proportion of the main foodstuffs are sourced locally with very little frozen food being used. There is a vegetarian option available for the main course and a choice of desserts. Pupils sat with at lunchtime generally favoured the food and were keen to have second helpings.

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

The school's breakfast club has continued to flourish across the school and makes a positive start to the day, particularly for those pupils who travel considerable distances every morning and are often leaving home as early as 7.30am. In addition, a tuck shop has been introduced which promotes healthy foodstuffs.

Members of staff involved in the preparation of food receive training in safe food handling and hygiene. Recommendations arising from the last Environmental Health Officer's visit have been acted upon.

**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 continues to be made to the local community or slightly further afield 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

In discussions with Care Staff and children it was clear to the inspector that a great deal of positive work continues to be undertaken within the residential units. However, the current framework used by staff for compiling placement plans is still not reflecting the work being undertaken and consequently the school is unable to fully evidence the criteria to be met in relation to this Standard. It is **recommended** that the structure and content of placement plans be further reviewed in order to evidence that updates and changes are appropriately recorded and monitored.

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 who ever 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?**

2

Unfortunately the standard of children's files examined has slipped since the last inspection. This is primarily linked to the comments previously made in relation to placement plans, health care plans and the quality of some entries.

It is **recommended** that children's case files be maintained in accordance with this Standard.

**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 continues to be maintained on the school's database and is backed up by records held by Norfolk LEA. Personnel files are maintained for each member of staff. There is a record of accidents maintained centrally; the original forms are returned to Norfolk LEA for auditing purposes.

Records of menus as served are maintained; breakfast is now included on the residential menus. A diary of events occurring at the school is also kept together with names of visitors and copies of residential duty rosters.

Storage space has been allocated within the school for archiving specific records.

In view of the small number of pupils boarding, it is **advised** that 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.

**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 imposed restrictions on contact with parents, family members or other persons are duly 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 again assisted in facilitating supervised contact between individual children and their families and have also supported children during introductory visits to foster carers. Such practices are to be commended.

**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?**

9

This Standard is not applicable.

**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?**

4

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.

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

The school's Mentoring system continues to offer specific support for named individuals in Years 10 and 11 and is a positive contribution in meeting the needs of individual children.

## PREMISES

The intended outcomes for the following set of standards are:

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

### Standard 23 (23.1 - 23.9)

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

#### Key Findings and Evidence

#### Standard met?

3

The school 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. Substantial work has been completed at the school to improve security measures. The work completed includes a new reception area, CCTV, electric gates to the entrance to the school site, additional fencing along the perimeter of the grounds and the refurbishment of fencing close to the cliffs.

The school's fire detector system and smoke alarm system have also been updated.

Clearly the financial cost of these projects has been substantial but their completion has provided a safer environment for the pupils and staff.

Links with the local community continue to be developed with local cluster schools being 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.

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

There are good central laundry facilities for laundering bedding and clothes, and domestic style facilities for children in order that they may learn to wash, dry and iron some of their own clothes. Dining areas and designated quiet areas often double up as areas to be used for individual target work when appropriate.

Telephone facilities are provided in each of the 3 residential areas. The concerns raised during the last two inspection reports in relation to two of these facilities, situated in Barclay Court and Nelson's Nest, have moved considerably further to being resolved. A new telephone booth has been created in Nelson's Nest and now provides children with an adequate level of privacy. A suitable area has been designated in Barclay Court for similar development. It is **recommended** that this work be completed as soon as possible.

Every encouragement is given to children to personalise their bedrooms; this continues to be undertaken to varying degrees. Each child has adequate storage for clothes and personal possessions. Small locks have now been fitted to each of the children's bedside cabinets in order to provide them with some private storage.

The school acknowledges the need for further re-decoration in a number of areas and that the installation of the new fire and smoke alarm systems has exacerbated this need.

Similarly, the ongoing ventilation and damp problem in the senior boys' shower room continues to be under consideration.

Clearly the school has had to focus on a number of major improvement projects during the past 18 months and has had to prioritise its financial expenditure accordingly. This is fully acknowledged by the inspector.

It is **recommended** that those areas highlighted above remain a feature of the school's overall development plan.

**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 two inspection reports have highlighted the longstanding problems of low water pressure in some parts of the residential area. The problem is so great at times that 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.

The last inspection report stated that a new booster pump was about to be installed following a full health and safety examination of the water tanks and water system. However, this work has not progressed as planned due to other pressing priorities and therefore remains outstanding. The school confirms that Norfolk Property Services has issued an order for this work to be undertaken. Whilst assurance has been given that this will now proceed as a matter of priority, no firm date has been fixed with the school.

The delay in installing a new booster pump means that no further progress can yet be made regarding the provision of additional hand basins or showering facilities for the girls.

It is **recommended** that the work required to address this longstanding problem be carried out as soon as possible.

Showers provided for the senior boys are individually curtained for privacy. Showering facilities provided in the junior residential area are used by one child at a time.

Staff and adult visitors use separate toilet and bathroom facilities to those provided by children.

**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

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 electrical equipment and gas installations continues to be undertaken and records are well maintained by the Bursar to evidence this.

The Fire Service visited the school in May 2004 to engage in practice procedures and as a result considerable fire safety improvement work was undertaken during the school's subsequent summer break in order to bring the fire and smoke detector systems up to current standards.

Annual reviews of risk assessments continue to be undertaken by the Bursar and are wide ranging. Weekly visual health and safety checks continue to be undertaken by Care Staff in each of the residential units with any matters being referred to the Bursar for action.

The Bursar and Assistant Head Teacher are scheduled to attend a health and safety course next term. This will address matters such as water temperature and water testing which in future will feature as part of those areas to be regularly tested by designated staff at the school.

As previously stated in this report, the school has undertaken considerable work to improve the general safety of pupils within the school grounds.

## 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 local education authority.

The contents of the recruitment records examined on two personnel files again highlighted some gaps and a lack of clarity in the information held. It is again **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 rota basis; this includes the Head Teacher, 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 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 at 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 undertaking residential duties, female staff are primarily involved in the care of the girls.

A revised whole school staffing policy has been produced and is awaiting ratification by the governing body. It is the stated intention of the Head of Care to produce a revised residential staffing policy in reference to Standard 28.2. This task will be completed following a review of the residential duty rosters and the deployment of staff.

Staff cover for staff sickness and absence is primarily provided by the existing staff team 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

Every member of staff continues to have access to all school based training and that offered by the LEA. It is **recommended** that all training undertaken by Care Staff be appropriately recorded in their personal development plans which are still to be compiled in accordance with Standard 29.5.

An ongoing training programme continues in relation to Team Teach positive handling strategies to ensure that all staff members receive appropriate training. Other training events attended by staff in the last 12 months include first aid, medication, child protection and specific health briefings for diabetes and epilepsy.

Very little use has been made of the school's induction programme for Care Staff as the team has remained stable for a number of years. However, it is intended that the induction programme will be reviewed alongside a number of other documents.

**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 format used for recording formal supervision sessions has been further revised by the new Head of Care. Examples of supervision records viewed by the inspector were appropriately maintained. Discussions with the Head of Care outlined the new draft proposals for the future professional supervision of Care Staff. Once agreed it will be used as a basis for commencing work with staff in the compilation of their personal development plans and the introduction of formal appraisal. It is anticipated that this work will commence next term.

The school's appraisal system is back on track for academic staff and it is intended that those teaching staff undertaking residential duties will have these additional duties included in their Performance Management Reviews in due course.

Regular professional support to the Head Teacher continues to be provided by the school's external Adviser.

Staff are provided with written guidance on school procedures and policies and a number of policy documents have recently been re-formatted. It is **recommended** that a full set of up to date school policy documents and related procedures is made available to Care Staff in the residential office.

Some work has commenced in relation to reviewing the written guidance for Care Staff. However, in order to ensure that the issues detailed in Appendix 3 of the National Minimum Standards for Residential Schools are appropriately addressed, it is **recommended** that this work continues and the resulting documentation is compiled into a handbook for Care Staff. All staff are aware of whom they are accountable to and have received written job descriptions stating their duties. Regular staff meetings continue to take place; these 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 new Head of Care has been in post 8 weeks, having commenced his duties at the beginning of January. He has substantial experience in working with children in a residential setting and is currently working to complete NVQ Level 4. The Deputy Head of Care together with each of the three full-time members of Care Staff all have substantial relevant experience.

There has been no further progression by the school in relation to NVQ training for Care Staff. However, the new Head of Care is a trained NVQ assessor and enquiries are taking place by the school as to how best to proceed with registering staff for training. It is **recommended** that this matter be addressed as soon as possible.

Duty rosters 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. As previously reported, the compilation of the duty rosters is being reviewed primarily in relation to meeting the needs of the children but also in relation to the new Working Time Directive. The school follows the local authority's procedural guidance in relation to Standard 31.9. Comments regarding Standard 31.10 are made elsewhere in this report.

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

40 %

**Standard 32 (32.1 - 32.5)**

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

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

2

The Head Teacher continues to regularly report to the governors in her half-termly Head Teacher's report regarding matters in Standard 32.4. Governors' sub-committees also consider health and safety matters, staffing, care, curriculum and resource matters. A new proforma has been drafted to record and evidence the monitoring being carried out of those records noted under Standard 32.2. Certain monitoring tasks have now been delegated to the Head of Care. Whilst some progress has been made in this area, some lapses have occurred. It is **recommended** that monitoring continues to take place at the intervals specified in Standard 32.2.

**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 local education authority has still not arranged for a representative of the authority, who does not work at the school, to visit the school once every half-term and complete a written report on the conduct of the school. This recommendation remains outstanding from the two previous inspections. CSCI wrote directly to Norfolk County Council's Education Department regarding this outstanding recommendation in October 2004. The education department subsequently advised CSCI that draft procedures are now in place to ensure compliance with this Standard but that these would not be operational until the Summer term 2004/2005. It is strongly **recommended** that the local authority arrange for a representative of the authority, who does not work at the school, to visit the school once every half-term and complete a written report on the conduct of the school in accordance with this Standard.

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

Not applicable.

**Lay Assessor**

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**Signature**

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**Date**

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## 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 7<sup>th</sup> March 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

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

**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 11<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

Action plan was received at the point of publication

Action plan covers all the statutory requirements in a timely fashion

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

Provider has declined to provide an action plan

Other:

### 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.

**Commission for Social Care Inspection**  
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