



Making Social Care
Better for People

inspection report

RESIDENTIAL SPECIAL SCHOOL

Sidestrand Hall School

**Sidestrand
Cromer
Norfolk
NR27 0NH**

Lead Inspector
Mrs Dorrit Andrews

Announced Inspection
15th January 2007 09:30 am

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at www.dh.gov.uk or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

Every Child Matters, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

SERVICE INFORMATION

Name of school	Sidestrand Hall School
Address	Sidestrand Cromer Norfolk NR27 0NH
Telephone number	01263 578144
Fax number	01263 579287
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Norfolk County Council Education
Name of Head	Mrs S Fee
Name of Head of Care	Mark Fincham
Age range of residential pupils	8-16 years
Date of last welfare inspection	6 th March 2006

Brief Description of the School:

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 105 children, 18 of which are currently resident at the school for a maximum of four nights from Monday to Friday. The residential provision presently comprises of three separate units situated in the main school building catering for girls, 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.

SUMMARY

This is an overview of what the inspector found during the inspection.

This inspection was undertaken by an inspector from the Commission for Social Care and took place on the 15th January 2007. The inspection involved discussion with children and staff, including the Head Teacher, Head of Care, teaching/care staff and ancillary staff. Many of the records were inspected and a tour of the accommodation was undertaken.

The inspector joined the children for meals at lunchtime, supper and breakfast.

Twelve pupils completed the Pupil Survey and one parent returned a completed Parent Questionnaire.

The inspector was made to feel welcome and the school participated in the inspection in an open and positive way.

The school is providing a high standard of care for those pupils who board.

This is a **good** school.

What the school does well:

Without doubt the school demonstrates great commitment to providing a supportive and nurturing environment for boarding pupils. Comments made by pupils (and one parent) gave further endorsement of this.

The following are of particular note:

- Children's individual needs are understood well by staff.
- Staff are considered approachable by children, especially when children are worried or distressed.
- Positive behaviours are rewarded and children understand the system in place for dealing with negative behaviours.
- Care staff and teaching staff work well together to provide individual support to children.
- The views of children are actively sought and listened to.
- There is good communication between the school and parents/carers.
- Child protection matters are given a high priority within the school.

What has improved since the last inspection?

The school has responded positively to the last inspection and almost all previous recommendations have been met.

- A medication audit trail has been established.
- First Aid refresher training has been made available to staff.
- Children now have a choice of main meal at lunchtime.
- Parents and children have been informed of how to contact CSCI in relation to welfare complaints.
- Child Protection training has been offered to all staff.
- The School Council has been revamped to make it more child focussed and child driven.
- Very positive progress has been made regarding some longstanding accommodation issues, including refurbishment of the boys' showers in Poppyland and an additional toilet and hand washbasin being provided for the girls.
- Work in relation to the provision of coin operated telephones in Nelson's Nest and Barclay Court has been completed.
- A number of electronic door closures have been fitted in the residential area and more are to be installed once delivery is received.
- The hot water problems in Poppyland have been addressed.
- Two members of the care team have applied to NVQ training courses.
- Staff training records are being maintained.

What they could do better:

The individual health profiles and placement plan documents have not developed into the working tools envisaged at last year's inspection. When these documents are fully utilised, they will provide clear, up to date information which is easy to access and monitor, and will facilitate the compilation of review reports.

The awaited completion of the new care staff handbook will provide staff with a professional point of reference and will support the induction programme for new staff.

Good, informal supervision and guidance continues to be available to care staff but the provision of formal supervision remains unresolved. This is a matter still outstanding from the last inspection and needs to be addressed.

Considerable work has been undertaken by the Head of Care to review existing systems and to develop new ones. Progress in implementing and fully utilising some of these has been stifled by other unexpected pieces of work, primarily relating to child protection and inter-agency working. The delegation or sharing of tasks within the team may need to be considered as a way of moving things forward in order that the Standards “almost met” may be judged as “fully met”.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office. The summary of this inspection report can be made available in other formats on request.

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Being Healthy

The intended outcomes for these standards are:

- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.(NMS 14)
- Children are provided with healthy, nutritious meals that meet their dietary needs.(NMS 15)

The Commission considers Standard 14 the key standard to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

14 and 15.

Quality in this outcome area is **good**.

The health care of boarders is promoted and they receive health care as necessary.

Good progress has been made regarding the school's lunchtime menus.

This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

In response to the recommendations made following the last inspection (March 06), a medication audit trail has been established, designated staff have completed First Aid refresher training and the names of staff trained to provide first aid and to administer medication have been included in the school's Health and Safety Policy.

The recent change in the profile of pupils being admitted to the school has prompted the introduction of an Intimate Care Policy and guidance for staff. In discussion with staff it was **recommended** that any soiled laundry be dealt with by the school laundry rather than be laundered in the residential kitchen areas. It was further **recommended** that the local Environmental Health Department be contacted for further guidance regarding waste disposal matters.

Specialist health services are requested for individual children when needed. Such services are having a more prominent role within the school as a direct consequence of the change in pupil profile.

The individual health profiles being compiled for each child at the time of the last inspection (March 06) have not become the working tool they were envisaged to be. When fully utilised, the documents will provide clear, up to date information which is easy to access.

One health plan (for child L) was found to be incomplete despite the child arriving at the school in September last year. Information is still awaited from the child's social worker. It is **recommended** that health plans be kept up to date and that outstanding information be pursued from other agencies involved.

Nevertheless, care staff continue to display a good understanding of children's individual health needs and sensitively assist with personal care needs. Discussions with children confirmed that they are able to discuss issues relating to their physical and emotional health with staff and that staff are understanding. Changes are being made to the PSHCE curriculum within school and its delivery. These changes will involve care staff in order that there can be an increased awareness and a consistent approach to such matters.

The school is to be commended for the positive progress made in relation to lunchtime menus since the last inspection. Children now have a choice of main meal in that they may choose a hot dish or a salad, and are being consulted about food matters through the development of a Food Committee. The feedback from children in discussions was very positive despite some of the initial difficulties arising from the new menus. Governors are also to be commended for their commitment to a new healthy eating regime within the school and the increase in kitchen staff hours to support this.

The Cook and Bursar have positively participated in training and awareness raising seminars with other catering staff across the county which has contributed to menu planning. A nutritionist is currently visiting the school twice a term to discuss food related matters with staff and children as part of the school's Healthy Norfolk School's accreditation.

Arrangements for boarders' breakfast and evening meals remain as reported last year. The meals taken with children by the inspector were enjoyable sociable occasions. The school continues to provide a breakfast club which is particularly useful for those children who travel a long way to school. The club has been extended to cater for all day pupils; boarders may also participate if they wish.

Recent recommendations made following a visit from the Environmental Health Department have either been met or are being attended to. Food Handling and Hygiene training has been appropriately updated for staff.

Staying Safe

The intended outcomes for these standards are:

- Children's privacy is respected and information about them is confidentially handled. (NMS 3)
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration. (NMS 4)
- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse. (NMS 5)
- Children are protected from bullying by others. (NMS 6)
- 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. (NMS 7)
- Children who are absent without authority are protected in accordance with written guidance and responded to positively on return. (NMS 8)
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour. (NMS 10)
- Children live in schools that provide physical safety and security. (NMS 26)
- There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers. (NMS 27)

The Commission considers Standards 3, 4, 5, 6, 8, 10, 26 and 27 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

3, 4, 5, 6, 8, 10, 26 and 27.

Quality in this outcome area is **good**.

The school encourages pupils and parents to raise any concerns or worries they may have.

Children are aware of health and safety matters affecting them in school and in the residential units.

This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

Staff continue to be aware of their responsibilities with regard to the handling of confidential information. However, it is **recommended** that written guidance for staff regarding privacy and confidentiality be updated. Records are appropriately stored in a lockable cupboard.

No problems relating to privacy were reported by children to the inspector. Parents are able to see their child in private if they visit the school. Each of the residential units now have a private coin-operated telephone for children's use.

No complaints have been received by CSCI during the past year, and none have been received or recorded by the school. Individual complaint records are available for use as well as a central record.

Daily record sheets for child (W) refer to a complaint made in relation to bullying and subsequent discussion with a parent. However, no entry had been recorded in the child's individual complaint record. Discussion with (W's) key worker concluded that "complaint" was not the correct word to use as the matters discussed came about during a general conversation regarding the interaction of pupils and how (W) had interpreted these. Staff are therefore **advised** to be aware of the language used when compiling records.

Following the last inspection (March 06) parents and children have been informed of how to contact CSCI in relation to welfare complaints if they so wish.

Replies to the Pupil Survey and comments made in discussion with children evidenced a wide range of adults within the school community to whom they would go with a worry or concern. Children are also confident that any complaints or concerns raised will be addressed by staff.

The Head of Care and the Head Teacher are the designated staff for dealing with child protection matters. Training for the whole staff team has recently taken place, including a briefing for ancillary staff. The Head Teacher and the Chair of Governors have recently completed on-line training regarding safe recruitment practices.

The school's child protection procedures have been updated following recommendations from the last inspection. Further updating is about to take place in order to include new information relating to local safeguarding children's boards. Good inter-agency liaison continues with other agencies involved with child protection matters and staff remain aware of their role and responsibilities.

Discussions with children evidenced a clear understanding that bullying is not tolerated by the school and confirmed that staff do deal with issues they see and that are reported to them. Lots of anti-bullying information is displayed throughout the school and the residential areas. The topic is also discussed in PSHCE, tutorial time and in whole school assemblies. Risk assessments are in place for individual children where assessed as needed. Two of the twelve children who completed the pupil survey stated that they were sometimes bullied through name calling and that the matter was being dealt with.

There have not been any incidents of children being absent without authority since the last inspection.

Further revisions have been made to the school's behaviour policy since the last inspection and a new set of school rules have been introduced following consultation with the whole school. Children are very aware of the current system and the expectations placed upon them and happily explained that it was now possible to earn reward time and additional credits. The new behaviour system is viewed as "fair" by those pupils spoken with.

Very few sanctions have been given/recorded within the residential units and there has been a dramatic fall in fixed term exclusions. No episodes of physical intervention have been necessary in any of the residential units and a lessening of such intervention in school is also reported.

Staff continue to be involved in Team Teach training with regular updates taking place as necessary.

Risk assessments are carried out for all activities, including those undertaken by boarding pupils in the evenings. Individual risk assessments are carried out for children where assessed as necessary.

A regular programme of maintenance and servicing of the fire safety equipment and gas installations continues to be followed with records available to evidence this. Children are aware of fire drill procedures and security procedures in the residential units at night.

The practice of fire doors being wedged open has ceased following the last inspection. A number of electronic door closures have been fitted in the residential area and more are to be installed once delivery is received.

An accompanied tour of the school grounds with pupils demonstrated a positive awareness of boundaries. A recent cliff fall following stormy weather has necessitated the re-siting of the perimeter fence to secure a safety zone across the boundary. Professional consultation and advice has been sought regarding this matter. Discussions with pupils gave confirmation that they felt

safe – comments from the pupil survey stated “there are good rules to keep you safe and the security is very good.”

The problem highlighted at the last inspection regarding the hot water temperature in Poppyland showers has been addressed during refurbishment. Other areas are also being addressed as new sanitary ware is fitted. Whilst most of the boarders prefer to shower, staff will check the water temperature of baths and actively advise children about bathroom safety where necessary.

The school follows the County Council’s recruitment procedures. A recent Dfes audit of staff has facilitated the gathering of personnel information in relation to those staff appointed post 2002. This exercise has enabled the school to evidence information such as CRB and List 99 clearance, qualifications, Dfes registration number and date of appointment on a database. Delays are experienced from time to time regarding CRB checks and these have led to the school ‘losing’ potential staff.

The school does not employ gap students or agency staff.

Enjoying and Achieving

The intended outcomes for these standards are:

- The school's residential provision actively supports children's educational progress at the school.(NMS 12)
- Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

The Commission considers Standards 12 and 22 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

12 and 22.

Quality in this outcome area is **excellent**.

Care staff and teaching staff work well together to provide individual support to children.

This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The high standard of joint work between teaching and care staff continues. Additional changes have recently been made to further enhance this working relationship to the positive benefit of children, and staff development.

Care staff continue to be timetabled to work within the school and now undertake more varied duties than before. Designated teaching staff continue to work in the boarding areas. There has been further development of life skills work and target work within the boarding provision in conjunction with teaching staff. Collectively, these developments are contributing to positive outcomes for individual children.

Residential staff attend school briefings to update staff on individual children and have an opportunity to discuss any issues arising from the school day when boarders are collected from school.

Children continue to receive high levels of individualised support from staff with additional support being provided in school and in the residences at times of personal stress. There has been further development of the school's nurturing group and timetabled "emotional literacy" for those children with an identified need. Visiting professionals also provide invaluable support to children and staff and include Speech Therapists, Educational Psychologists, Social Services and health professionals.

The school's Mentoring scheme continues to offer support to identified children in Years 10 and 11; plans are in place to develop this scheme further. The Behaviour Improvement Centres (BICs), are also developing a different focus within the school as part of the school's proactive behaviour policy.

Home visits continue to be undertaken by staff from time to time and parents are invited in.

Making a Positive Contribution

The intended outcomes for these standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way the school is run. No child should be assumed to be unable to communicate their views.(NMS 2)
- Children have sound relationships with staff based on honesty and mutual respect.(NMS 9)
- Children experience planned and sensitively handled admission and leaving processes.(NMS 11)
- Children have their needs assessed and written plans outline how these needs will be met while at school.(NMS 17)
- 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.(NMS 20)

The Commission considers Standards 2, 17 and 20 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

2, 17 and 20

Quality in this outcome area is **good** and would have been judged as **excellent** if there was more written evidence of care planning.

The views of children are actively sought and listened to.

A great deal of good work is being undertaken with individual children but the new format developed for Care Planning has not been utilised as intended resulting in a lack of written evidence of planning and reviewing in some cases.

Children are supported to maintain contact with their families/carers.

This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The school continues to seek children's views formally and informally through tutor time, questionnaires, the school council, reviews and open access to staff. The whole school was recently consulted regarding the behaviour policy and subsequently involved in formulating the new school rules.

A letter received from the Chair of Governors also evidenced his consultation with children and gave confirmation of staff seeking children's views.

Since the last inspection (March 2006), the School Council has been revamped to make it more child focussed and child driven. Discussion took place with two representatives of the council and some of the changes were explained. Meetings now take place each fortnight and feedback sessions are formally scheduled in to tutor time. Examples of some of the changes introduced as a result of listening to children include the introduction of hats for catering staff, the re-positioning of mirrors in the toilets and the provision of air fresheners in the boys' toilets.

Staff continue to liaise with parents and carers on a regular basis, not just when there are worries or concerns. The one completed parent questionnaire returned to the inspector confirmed that opinions are sought in relation to the care of individual children and with regards to the way the school is operating.

The new format developed last year for placement plans and care planning has not progressed as intended. In essence, the document is very good if staff are able to utilise it effectively and are able to review the information as intended. Subsequently, the information made available would help with future planning and the compilation of reports.

A great deal of good work is being undertaken with individual children but in some cases this is not being adequately evidenced through documentation. Placement plans for two children were found to be incomplete. It is **recommended** that these be completed as soon as possible. It is further **recommended** that all placement plans are regularly reviewed and updated in accordance with **Standard 17** to fully reflect the work being undertaken with individual children.

The school continues to provide encouragement and support to children to maintain contact with their family and carers, where appropriate. Any restriction imposed on contact with family members, or other persons, is respected by the school. The one returned parent questionnaire confirmed that the school encouraged visits to the school, and that they may see their own child in private.

Newsletters and home/school diaries are also regular means of communication with parents and carers. Parental support and attendance at school events has continued to rise during the past year which has given a positive boost to children and the school community as a whole. Some of the children live considerable distances from the school so it can be difficult for parents to visit. Where possible, children's reviews can be held at a child's home or a venue closer to home if this makes it easier for parents to attend.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Children can 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.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

JUDGEMENT – we looked at outcomes for the following standard(s):

24 and 25.

Quality in this outcome area is **good**.

Very positive progress has been made in relation to some longstanding accommodation issues.

This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The school does not accommodate children with physical disabilities as the boarding accommodation is on the first floor and there are no lifts. There are three separate boarding areas which have their own staff teams.

Each of the boarding units has separate lounge, dining, laundry and kitchen areas and their own bathrooms. Staff have sleep-in rooms located close to children's bedrooms in order to respond to children during the night.

Long awaited work has been undertaken in Nelson's Nest since the last inspection to provide en-suite facilities for staff and a shower over the bath for

the girls. An additional toilet and hand washbasin have also been made available to the girls.

Refurbishment of the boys' shower room in Poppyland has taken place with very good results. This work, also long awaited, is greatly appreciated by the boys as they now have modern facilities providing greater privacy.

The water pressure issues raised at the last inspection have largely been addressed. Work in relation to water temperature control is also being addressed as part of the bathrooms' refurbishment programme.

All children's bedrooms are now designated as single rooms. Whilst there may be two beds in some rooms, only one child will occupy the room at any one time. All children continue to have a lockable cupboard in which they are able to keep personal items securely if they wish. There is evidence that children are encouraged to personalise their rooms and the communal areas.

Some redecoration has taken place since the last inspection. More is planned in the coming months with input from children in relation to colour schemes and possible "hands on" involvement.

Work in relation to the provision of coin operated telephones in Nelson's Nest and Barclay Court is now complete.

The inspector acknowledges the work that has taken place since the last inspection in relation to some longstanding refurbishment issues. The financial implications have been costly but the improvements are considerable.

Management

The intended outcomes for these standards are:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.(NMS 1)
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both the staff and child groups of the school.(NMS 19)
- Children are looked after by staff who understand their needs and are able to meet them consistently.(NMS 28)
- Children are looked after by staff who are trained to meet their needs.(NMS 29)
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.(NMS 30)
- Children receive the care and services they need from competent staff.(NMS 31)
- Children and staff enjoy the stability of efficiently run schools.(NMS 32)
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.(NMS 33)

The Commission considers Standards 1, 28, 31 and 32 the key standards to be inspected.

JUDGEMENT – we looked at outcomes for the following standard(s):

1, 28, 29, 30, 31 and 32.

Quality in this outcome area is **good**.

Clear information is available regarding the school's care principles and practice for boarding pupils.

Staff receive training and good, informal supervision but the provision of formal supervision remains outstanding. Applications have been made for 2 staff to join NVQ training programmes.

Systems are in place to monitor a range of matters.

This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The school's Statement of Purpose continues to provide clear information about the school's care principles and practice. Documentation is regularly reviewed and updated. Suggested amendments following last year's inspection have been incorporated in to the current version. A new 'Children's Guide' has also been produced since the last inspection.

The flexibility within the staff team reported last year has been maintained and is proving crucial to responding to the changing profile of children being admitted to the school. The Head Teacher is committed to keeping staffing levels under review both within the school and the boarding provision in order to meet the needs of children. There has been a recent increase in support staff in the classrooms, and steps are being taken to recruit at least one new member of care staff.

Responses to pre-inspection requests for information from parents and the Chair of Governors were satisfied that staff "do a very good job" and that "children enjoy a very high standard of care and welfare."

In view of the changing level of care and supervision needs within the boarding provision, it is **recommended** that the school's written staffing policy be regularly reviewed to reflect practice.

Staff continue to receive training and development opportunities both within the school and externally in accordance with **Standard 29**. Three staff, for example, are booked to attend medication training within the next few weeks. Further steps are being taken to provide more in-house training for ALL staff

across a range of topics. This is to be commended. In response to last year's inspection report, records of training attended by staff are now being kept.

Good, informal supervision and guidance continues to be made available to care staff but the provision of formal supervision as set out in **Standard 30** remains unresolved. Discussions with care staff and the Head of Care evidenced that formal supervision arrangements had not been carried through due to additional pressures on the Head of Care. It is **strongly recommended** that care staff receive formal supervision and appraisal, and that appropriate records be maintained. This is a repeat recommendation from March (06).

The Head of Care receives formal supervision from the Head Teacher; this is a change from last year. One member of care staff who works 3 days in school and also works in the residential unit, receives supervision from the Head regarding his role in school. The Head receives appropriate external support.

Care staff continue to have access to the full range of school policies and procedures and copies of these can now be found in the new care staff office located adjacent to the boarding area. Work is continuing on the development of a new care staff handbook. It is **recommended** that this be completed and includes the school's up to date staffing policy.

Applications have been made for two staff to join NVQ training programmes. One, the Head of Care, hopes to embark on NVQ Level 4 management training, and the other, a member of care staff, hopes to pick up their NVQ Level 3 training which was interrupted when she moved employers.

Systems remain in place to monitor, review and audit a range of matters across the school and the boarding provision. The Head continues to report to the governors with the governor's sub-committees considering a range of matters such as health and safety, staffing, care and curriculum. Certain monitoring tasks have been delegated to the Head of Care and records demonstrate these are being carried out.

Considerable work has been undertaken by the Head of Care to review existing systems and to develop new ones. Progress in implementing and fully utilising some of these has been stifled by other unpredicted pieces of work, primarily relating to child protection and inter-agency working. It is therefore **recommended** that a review be undertaken of some of the responsibilities of the Head of Care in order to assess whether certain ones could be delegated or shared within the team, particularly with the likelihood of the Head of Care embarking on management training in the very near future.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

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

"X" in the standard met box denotes standard not assessed on this occasion

"N/A" in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	3
15	3

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
3	3
4	3
5	3
6	3
7	x
8	3
10	3
26	3
27	3

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
12	4
13	x
22	4

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
2	4
9	x
11	x
17	2
20	4

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	x
21	N/A
23	x
24	3
25	3

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
18	x
19	x
28	3
29	3
30	2
31	2
32	3
33	x

Are there any outstanding recommendations from the last inspection? YES

RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	RS14 RS24	It is recommended that any soiled laundry be dealt with by the school laundry rather than be laundered in the residential kitchen areas and that the local Environmental Health department be contacted for further guidance regarding waste disposal.	
2.	RS14	It is recommended that health care plans be kept up to date and that outstanding information be pursued from other agencies involved.	
3.	RS3	It is recommended that written guidance for staff regarding privacy and confidentiality be updated.	
4.	RS17	It is recommended that the two identified incomplete Placement Plans be completed.	
5.	RS17	It is recommended that all Placement Plans be regularly reviewed and updated in accordance with Standard to fully reflect the work being undertaken with individual children.	
6.	RS28	It is recommended that the school's written staffing policy be regularly reviewed to reflect practice.	
7.	RS30	It is recommended that care staff receive formal supervision and appraisal, and that appropriate records be maintained. This is a repeat recommendation from March (06).	

8.	RS30	It is recommended that the new care staff handbook be completed and includes the school's up to date staffing policy.	
9.	RS31	It is recommended that a review be undertaken of some of the responsibilities of the Head of care in order to assess whether certain ones could be delegated or shared within the team, particularly with the likelihood of the Head of Care embarking on management training in the very near future.	

