



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

**Ashley School**

**Ashley Downs  
Lowestoft  
Suffolk  
NR32 4EU**

*Lead Inspector*  
Julie Small

*Key Announced Inspection*  
27th November 2006      09:30

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

<b>Reader Information</b>	
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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](http://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](http://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

<b>Name of school</b>	Ashley School
<b>Address</b>	Ashley Downs Lowestoft Suffolk NR32 4EU
<b>Telephone number</b>	01502 574847
<b>Fax number</b>	01502 531920
<b>Email address</b>	admin@ashley.suffolk.sch.uk
<b>Provider Web address</b>	
<b>Name of Governing body, Person or Authority responsible for the school</b>	Suffolk County Council
<b>Name of Head</b>	David Field
<b>Name of Head of Care</b>	Sandra Woods
<b>Age range of residential pupils</b>	7 – 16 years
<b>Date of last welfare inspection</b>	24 <sup>th</sup> January 2006

## **Brief Description of the School:**

Ashley School is owned and managed by Suffolk County Council and is administered from the Local Area Education Department. The school provides education for children between the ages of 7 to 16 years school provision and 5 to 7 years outreach provision. The children attending the school are subject to a Statement of Special Educational Need. All of the children will have been assessed as benefiting from increased educational support and a number will have associated emotional and/or behavioural difficulties. The approach at Ashley School is one of developing children to their full potential, instilling appropriate routines and habits, teaching life skills sufficient to enable them to be as independent as possible and encouraging them to flourish.

The boarding provision accommodates children and young people in two boarding houses, Lighthouse and Breydon. The boarding arrangement in Breydon caters for all male boarders and Lighthouse caters for younger male and female boarders.

The school is located on the northern edge of the town of Lowestoft and is 'in keeping' with the housing estate that surrounds it.

There are steps outside the school buildings and inside boarding houses, any child or visitor with mobility problems would find progress around the boarding area difficult. The boarding provision, in particular, is not suitable for children with physical disabilities that might impair mobility. In all other respects the school has a very inclusive nature.

# SUMMARY

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

The key inspection was undertaken on Monday 27<sup>th</sup> November 2006 from 9.30 to 20.50. The inspection focused on the core standards relating to residential special schools and was undertaken by regulatory inspector Julie Small. The report has been written using accumulated evidence gained prior to and during the inspection.

During the inspection a tour of the residential accommodation and observation of usual work practice was undertaken during the evening. Three groups of four young people and one group of three young people were spoken with. All the young people accommodated on the night of the inspection and those receiving LINK support, which are young people who receive support, attend activities and have their evening meal on various evenings during the week at the residential houses, were met.

The head teacher, four residential care staff, a staff member responsible for medication and two child protection co-ordinators were spoken with during the inspection. The previous head of care had left the school and a newly recruited head of care commenced their role on the day of the inspection and were undertaking their induction, the induction programme was viewed. Records viewed included four young peoples' records, LINK records, medication records, eight staff recruitment records and the school policies.

A completed pre-inspection questionnaire (PIQ) and head teacher's self-assessment questionnaire was returned to the inspector prior to the inspection.

## **What the school does well:**

The residential accommodation was comfortable, well maintained, homely and clean. Residential staff were spoken with and usual work practice was observed during the evening of the inspection. Staff were knowledgeable about the needs of individual young people and group living. Interaction between staff and young people was observed to be very good, and young people confirmed the staff's caring attitude. It was evident that staff at the school were committed to providing a safe and positive care provision for the young people who were accommodated there.

Young people reported that there was a good range of activities available, and young people spoken with said that they were happy with the care they received at the school.

## **What has improved since the last inspection?**

Young people reported that they did not feel that they were bullied in the residential houses. They stated that if there were any problems with their peers they would report it to staff and it would be dealt with straight away.

Staff records viewed included the required information.

Young peoples' records identified risks in their daily living and identified specific care needs required.

## **What they could do better:**

The windows in the boarding houses were older metal framed type and the inspector noted that there was a draft when standing near the windows. The head teacher confirmed that the improvement of the windows was in the school's improvement plan.

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](mailto: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, 15

Quality in this outcome area is **excellent**. This Judgement has been made using available evidence including a visit to this service.

Young people can expect to live in a healthy environment and provided with healthy nutritious meals.

### EVIDENCE:

Menus viewed were varied, balanced and healthy. Young people spoken with said that the food was very good and that there was always enough. They confirmed that they could have 'seconds' if they wanted more food and there was always a choice of food. One young person said that they were eating more fruit and vegetables in their healthy eating diet. The evening meal was observed in both houses, which consisted of home made quiche, a selection of salad and breads, baked beans and a choice of deserts including fresh fruit. All young people enjoyed their meal with some helping themselves to more. The mealtime was a positive social occasion and staff ate with the young people, and reminded young people of expected behaviours.

The dining area had large tables and sufficient seating for young people and staff. Young people showed the inspector their rota for jobs at meal time, which included laying the table, loading the dishwasher and tidying the dining area following a meal, and they were observed doing their identified tasks. There was a drinking water dispenser in each of the residential houses, which young people could help themselves to.

There was evidence, such as photographs and menu's, that indicated that young people had been provided with 'themed' lunches at school. These included Caribbean and Chinese New Year, which provided young people with the opportunities to sample foods from other cultures. Young people confirmed that they had been to local Chinese restaurants and were planning to attend one in the near future.

Young peoples' records viewed included information about individual's physical, emotional and mental health care needs, allergies, specific requirements and support they may require, such as when undertaking their personal hygiene. Staff spoken with confirmed that young people were provided with information regarding their well being in their personal health education which was underpinned in their school day. Each young person was provided with a key worker and young people confirmed that they could speak to their key worker or any staff member with regards to their personal care needs.

There was evidence in young peoples records that there is a weekly girls support group, which young women can attend. A staff member confirmed that they discussed issues which arose from experiences or had been requested, such as personal hygiene, relationships and keeping safe.

During a tour of the houses it was noted that there was a store of toiletries, which staff explained were provided to young people when they had not bought their personal toiletries for their stay. One young person was observed speaking to a staff member and said that they had remembered to bring some soap this time and the staff member praised them.

Young people were provided with a range of activities throughout the week, which included opportunities for exercise, such as swimming, using the gym and playing football.

Young peoples' records included signed parental consent for prescribed medication to be administered. The records included information about each individuals prescribed medication and any illnesses, accidents or injuries they had sustained and any actions taken.

A staff member was spoken with about the medication procedures for the residential houses. They confirmed that parents or those with parental responsibility provided the school with the young persons medication for the time they resided at the school.

The medication provided to the residential house, and records maintained to identify the receipt, administration and the stock of medication, were viewed. The staff member said that they had not had to manage the issue of the refusal of medication, but explained that this would be recorded if it arose.

Storage arrangements in the houses was observed during a tour of the building and found to be secure and appropriate. The school had a medication policy.

The PIQ stated that all no young people required specific equipment and that the residential houses do not provide disabled access. There was a no smoking policy at the school. A school nurse and a school consultant paediatrician attended the school on a two weekly basis.

The Head's self-assessment form stated that attention had been given to self-care skills, personal appearance, healthy eating, exercise and keeping safe.

Staff records viewed evidenced that they had been provided with information on health and safety, first aid and the no smoking policy during their induction.

## 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, 27**

Quality in this outcome area is **good**. This judgement has been made using available evidence including a visit to this service.

Young people can expect their privacy to be respected. Young people can expect their complaints to be listened to and addressed. They can expect to be protected from abuse and bullying and assisted in developing appropriate behaviour. They can also expect that staff and visitors are vetted and monitored.

## **EVIDENCE:**

Young people spoken with said that their privacy was respected and that staff knocked on their bedroom doors before entering. During a tour of the building it was noted that all bathrooms and toilets were provided with locks and each young person was provided with a locker to keep their belongings in if they chose to.

There was a telephone room where young people could make calls in private, young people confirmed this. Residential staff spoken with said that young peoples' families telephone numbers were stored into the telephone and young people were provided with a code to make the calls. They said that they would need to ask staff for assistance if they wished to call alternative numbers. Staff confirmed that this was a action which protected the young people from making telephone calls to individuals they could not have contact with or to random telephone numbers.

There was a family room in each house where young people could meet privately with their family if they wished to. Young peoples' records were stored securely in each house. Staff spoken with had a clear understanding of confidentiality and when information must be passed on to other professionals to protect young people.

The school had a complaints procedure, which was viewed, and was available to young people and their families. There was a summary of how to make a complaint and complaint forms displayed on a notice board in each house. There were complaints boxes in each house where young people could anonymously place their complaint or concern in if they wished to.

Young people spoken with explained to the inspector methods they could use to make a complaint and all reported that they were confident that they would be listened to and their concern acted upon. Young people said that they had not made any complaints, but had spoken to staff about concerns with their peers and staff had acted straight away.

There had been no complaints received and concerns raised by young people and actions taken were recorded in their daily records, which were viewed.

The school had a child protection procedure which staff had signed and dated to evidence that they had read the document. The procedure included signs and indicators of abuse and reporting and recording concerns. Residential care staff spoken with confirmed that they had received child protection training and clearly explained the procedure for dealing with a disclosure of abuse or if they had concerns about a young persons safety.

Two staff members who were undertaking the child protection co-ordinator role were spoken with and clearly explained the procedures for dealing with issues of safeguarding young people and included some examples of work they had recently been involved in. A letter was viewed from the local authority thanking the school for the work they had undertaken with one young person, this included liaising with the placing authority. They were aware of the local authority's procedures and confirmed that they had received child protection training; one had attended a three-day local authority training course.

The induction programme for the newly appointed head of care was viewed and evidenced that it was planned that they would undertake safeguarding training at a local school and meeting with the local authority safeguarding manager. An audit of young peoples' vulnerabilities was viewed, which was undertaken by the school and the head teacher explained that this was a useful tool in identifying methods of maintaining young peoples' safety and educating in their safety awareness.

The Head's self assessment questionnaire stated that the last school child protection update took place in January 2006 and that senior staff and a governor had attended updated LEA safeguarding in education training in the Autumn term 2005. Staff records viewed evidenced that staff were provided with information regarding child protection, health and safety, control and restraint and the schools policies during their induction.

The school had a policy on anti bullying, which was viewed. Young people spoken with said that they felt safe at the school, that they did not feel bullied and if they did have concerns about a peer they would speak to staff who would stop it straight away. Staff spoken with confirmed that they were vigilant and speak to the young people involved if they identify that there were incidents of name calling, which they said were the main incidents which had taken place. The Head's self-assessment questionnaire stated that there were low incidents of bullying and staff were vigilant and report bullying and all incidents are addressed.

The PIQ stated that staff identified young peoples' vulnerabilities to bullying and they were vigilant and supportive. Young peoples' records viewed identified if they were vulnerable to being bullied or bullying others and actions to support the individuals. Staff spoken with reported that bullying and its prevention was highlighted regularly to young people and the needs to report incidents was regularly reinforced.

The school's policy of absconding was viewed. Young people spoken with said that they knew that it would be reported if they left the school without permission, and stated that they had never done this. The Head's self-assessment questionnaire stated that systems were used on the rare occasions that pupils leave the site without permission and that these were very effective.

The school had policies regarding abuse and threats to staff, behaviour management, risk management and control and restraint, which were viewed. Young peoples' records viewed included behaviour management plans, notifications of incidents from teaching staff to residential staff, sanctions and any incidents of restraint. Daily records included records of when young people had displayed positive and inappropriate behaviour.

Sanctions and restraints were minimal and fair. One young person reported that they were held recently and said that they understood why the staff had done it. The remaining young people spoken with said that they had not been restrained. They explained why they might receive sanctions which included a verbal warning, going to bed ten minutes earlier and missing an activity, and explained types of behaviours which warranted each sanction.

All young people spoken with said that they thought sanctions were fair and that they were always spoken with about their behaviour before they were sanctioned. Young people spoke about behaviours and what is expected by the staff in the houses. They explained that they liked the staff and felt that they could talk to them about issues that was concerning them so do not feel the need to 'play up'.

Staff spoken with said that restraints were rarely used and that speaking to young people about their behaviours and any concerns they had would often prevent issues continuing. They confirmed that they had received school safe training and that a colleague had undertaken training so they could provide updates and further training.

The PIQ stated that assemblies, circle time, where young people had the opportunity to discuss any issues they had, and house meetings were used to reinforce positive role models and discuss issues and consequences. Staff discussed concerns and achievements in care staff meetings and key stage meetings and that behaviour slips were used to log concerns and positive behaviours.

The head teacher's self assessment questionnaire stated that all staff undertook INSET drive regarding issues of behaviour management, emotional literacy and anger management sessions as part of a planned programme.

Young peoples' records viewed included a handbook, which clearly explained the rules of the school.

There were risk assessments regarding all activities on site and in the community which could be accessed by the young people.

Regular fire drills took place and young people spoken with explained the procedure in the event of a fire and confirmed that they had undertaken fire drills. The hot water temperature was noted to be appropriate during a tour of the building and staff confirmed that the hot water was regulated to a safe maintained temperature.

Visitors to the school were required to sign in and out. The visitor's book was viewed and evidenced that this was routinely undertaken. The inspector provided their identification upon arrival to the school.

Eight staff records viewed included the required information, a checklist evidenced that identification had been viewed. The recently appointed head of care who had commenced their role on the day of the inspection had not yet received a satisfactory CRB (Criminal Records Bureau) check. The head teacher was spoken with and said that the CRB had been applied for, that they had provided a CRB for their previous post which had been done, undertaken within the last twelve months and that the staff member was not undertaking unsupervised contact with young people during their induction.

The staff member's induction programme was viewed and evidenced that there was a planned two week induction which involved the staff member meeting various people and other professionals.

There was no CRB in place for one teaching staff member, the head teacher confirmed that this had been applied for and evidence was viewed that recorded requested and received CRB's. The staff member did not unsupervised access to young people, that a teaching assistant was present during lessons and that all other checks had been acceptable. Letters viewed in staff records stated that the position was subject to a satisfactory CRB check.

The PIQ stated that the head teacher had attended and passed Bichard training.



# 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, 13, 22

Quality in this outcome area is **good**. This Judgement has been made using available evidence including a visit to this service.

Young people can expect that their educational progress is supported in the residential provision, and they have opportunity to participate in enjoyable activities and receive individual support when they need it.

#### EVIDENCE:

The residential and teaching staff communicate with each other regularly both face-to-face and written regarding young peoples' progress and any issues that may have arisen. There were written notes in young people's records viewed from teaching staff to residential staff.

During a tour of the building it was noted that there was a desk and chair in the sleeping accommodation where young people could complete homework. A staff member spoken with said that young people who need help with their work do it downstairs with a staff member. There was a quiet room where young people could also use if they chose to. There was a good range of educational books and board games in the houses which young people could use.

The residential houses had a television sets, video recorder, DVD player, free view box, playstation 2 and a range of games, pool table and a key board which young people could use. Young people spoken with reported that there were lots of activities which they could participate in and that they did not get bored. They listed activities which they enjoyed which included swimming, football, using the gym, eating out, bowling and going to football matches.

During a tour of the building there was many photographs of activities which young people had undertaken including going to a Norwich City football match, quasar, boat rides and visits to the beach. Young peoples' records confirmed activities they had participated in.

Each young person had a file which contained photographs and information from activities they had participated in and records of certificates which they had achieved. Five of the files were viewed and it was noted that they were memory books of their time spent at the school.

A staff member spoken with said that all care staff had achieved their shallow water training, which allowed them to supervise swimming activities with young people. During the inspection, one house was observed to participate in a pool competition, with the young person in first and second places awarded with a trophy and a staff member confirmed that it would be engraved with their names the following day. The other house had gone to the local swimming baths and were observed on their return.

A staff member spoken with said that the older young people may choose to watch a video which was classified at 15. There was entertainment equipment in the 'flats' area where this could be facilitated.

Young people spoken with reported that they had an allocated key worker they could talk to with any concerns they had but they also said that they could talk to any staff member who would help them. All young people said that they liked the staff and trusted that they would support them.

Young peoples' records viewed identified young people's individual needs and methods of supporting them. Staff spoken with had a good knowledge of individual young people's needs and actions they took to meet their needs. A staff member explained support, which was provided to a young person who had problems with settling into the residential house. They reported how they had worked with the family and planned a gradual introduction into the residential house, their records confirmed this.

The head teacher reported that there were plans to provide an independent listener to young people by the previous head of care at the school. Staff spoken with reported the positive work they undertake with young peoples families, which they stated supported the care they provide to individuals. This was confirmed with young peoples records viewed.

## **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, 9, 17, 20**

Quality in this outcome area is **excellent**. This Judgement has been made using available evidence including a visit to this service.

Young people can expect to be supported in making decisions about their lives. Young people can expect to have sound relationships with staff who will ensure that their assessed needs are identified in their care plan and supported to maintain contact with their families.

### **EVIDENCE:**

Young peoples' records evidenced that young people and their families were regularly consulted on the care provided by the school, both formally in reviews of care and informally with face-to-face discussion and telephone contact.

Staff spoken with confirmed that they talk to young people on a daily basis and regular contact was maintained with their families regarding the young person's progress, incidents and the care provided.

Young people spoken with said that they had a say in the care they received and confirmed that they were encouraged to attend meetings to say what they want. Young people confirmed that they had assisted with the choice of furnishings in the home.

The Head's self-assessment questionnaire stated that the pupil council had resident representatives.

Observations of usual routines during the evening of the inspection included staff asking the opinions of young people about their activities and meal. Interaction between staff and young people was observed to be very positive, friendly and respectful. Young people spoken with confirmed that they shared positive relationships with the staff and that they trusted them. One young person said that staff treated them as they were an adult and asked them what they wanted in their life, when asked if they felt the staff respected them they and the rest of the group spoken with agreed that they thought the staff treated them with respect.

Young peoples' records viewed included clear placement plans which identified support each individual young person should receive to meet their assessed needs. Placement plans included information regarding health, communication, education, leisure, disability, behaviours, medication and arrangements for contact including who they could and could not have contact with and where supervised contact should take place.

Young people spoken with said that they could use a telephone in private if they wished to. The telephone room was observed during a tour of the building. As already noted the telephone had the numbers of family who the young people could contact programmed into the telephone and young people were provided with the code number. They asked for assistance if they wished to make a telephone call to an unprogrammed number. A staff member confirmed that this protected the young person from making calls to individuals they could not make contact with. There was a family room where young people could have private visits with their family if they wished to.

During the inspection a family member was observed visiting the home to collect their child. A staff member welcomed them into the home and showed them where their child slept when accommodated at the school overnight.

# 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):

### 23, 24, 25

Quality in this outcome area is **good**. This judgement has been made using available evidence including a visit to this service.

Young people can expect that they will be provided with appropriately decorated and maintained accommodation.

### EVIDENCE:

The residential accommodation was viewed during a tour of the houses, they were noted to be clean, homely, well maintained and attractively decorated. There was a good range of photographs of young people participating in activities and artwork completed by young people was displayed on the walls of the houses.

Bedrooms and dormitories were well maintained and had appropriate furnishings, including a bed, storage space, locker and lamp. Some young people had decorated their sleeping area with posters and photographs.

The houses were warm and well lit. However, it was identified that there was a draft coming from the windows, which were of an older metal framed style. The Head Teacher was spoken with and confirmed that the replacement of window frames were planned and stated that the kitchen area was also planned for replacement.

Young people spoken with said that they had helped to choose the furnishings in the home. They said that they were comfortable in the houses and it was warm enough.

There were laundry facilities in each house for use if required. Staff stated that some young people did not require laundry if they slept at the school one or two nights, but they could use the facilities if they wished.

The staff sleep in room was viewed during a tour of the building, it had en-suite facilities including a shower, toilet and wash hand basin located near to young people's bedrooms. There was a staff toilet located on the ground floor.

There was sufficient baths, showers, toilets and hand washing facilities in each residential house. All were clean, well maintained and had appropriate hot and cold water provision. All rooms were designed for individual use and doors provided locks which provided privacy to individuals using them.

# 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, 31, 32**

Quality in this outcome area is **good**. This judgement has been made using available evidence including a visit to this service.

Young people can expect a clear statement of purpose, that staff understand their needs and are able to meet them, and that the school is run efficiently.

**EVIDENCE:**

The school had a statement of purpose and there were pupil's handbooks, parent's handbooks and staff handbooks, which were provided to individuals which further explained the running of the school.

Residential staff were spoken with during the inspection and reported that they provided cover for the residential houses during the week. There were no young people accommodated at the school during the weekends. Two residential care staff were allocated to each house, with further support during the evening provided by the duty teaching staff.

Residential staff provided cover before and after school time, there was one sleep in staff in each boarding house during the night, and staff confirmed that teaching staff would be on call. The head teacher and staff confirmed that the houses were fully staffed. A head of care had been recruited and commenced their induction period on the day of the inspection.

It was observed, during the evening of the inspection that two staff were working at Breydon and two staff in Lighthouse. Further support was provided in Lighthouse by a teaching assistant who had been swimming and had their evening meal with the young people and the head teacher was on duty to provide additional support if required.

The head teacher confirmed that the newly appointed head of care had a social work qualification and their recruitment records viewed confirmed this. One staff member confirmed that they had almost completed their NVQ (National Vocational Qualification) level 3 Caring for Children and Young People and three staff, two of whom had recently been appointed to their role were awaiting their induction to the award. The PIQ stated that three staff had identified dates to commence their award. One residential staff member who had recently left the school had achieved their award.

Staff spoken with reported that they were appropriately trained and supported to undertake their role, and met regularly to discuss the care provision of young people. They said that they formally meet once a week and informally meet on a daily basis. This was confirmed by observation of usual work practice, the staff worked as a team and consulted with each other in all aspects of the working shift. A newly recruited staff member confirmed that they had been provided with regular supervision. Their records were viewed and there was a supervision agreement signed by both the staff member and the previous head of care.

Staff spoken with were knowledgeable about each young person's needs and how they work as a team to meet their needs.

The head teacher confirmed that they monitored records at the school. There were central records maintained such as sanctions, restraints, complaints and absence of young people without authority. Records of audits undertaken by



the head teacher of issues such as vulnerability of abuse for each young person were viewed and evidenced that records of young peoples well being and progress at the school were monitored and used to plan the meeting of their needs.

A local authority children's service officer was undertaking Regulation 33 visits to the school.

# 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

<b>BEING HEALTHY</b>	
<i>Standard No</i>	<i>Score</i>
<b>14</b>	4
<b>15</b>	4

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

<b>ENJOYING AND ACHIEVING</b>	
<i>Standard No</i>	<i>Score</i>
<b>12</b>	3
<b>13</b>	4
<b>22</b>	3

<b>MAKING A POSITIVE CONTRIBUTION</b>	
<i>Standard No</i>	<i>Score</i>
<b>2</b>	4
<b>9</b>	4
<b>11</b>	X
<b>17</b>	3
<b>20</b>	4

<b>ACHIEVING ECONOMIC WELLBEING</b>	
<i>Standard No</i>	<i>Score</i>
<b>16</b>	X
<b>21</b>	X
<b>23</b>	3
<b>24</b>	3
<b>25</b>	3

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

None

Are there any outstanding recommendations from the last inspection?

**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)

## **Commission for Social Care Inspection**

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