



Champions for
Social Care
Improvement

inspection report

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

Eaton Hall School

Pettus Road

Norwich

NR4 7BU

26th, 27th and 28th January 2004

Commission for Social Care Inspection

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

The role of CSCI is to:

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

Inspection Methods & Findings

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

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

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

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

SCHOOL INFORMATION

Name of School

Eaton Hall School

Address

Pettus Road, Norwich, NR4 7BU

Tel No:

01603 457480

Fax No:

Email Address:

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

Norfolk County Council Education

Name of Head

Mr Jon Lees

NCSC Classification

Residential Special School

Type of school

Date of last boarding welfare inspection:

04/11/02

Date of Inspection Visit		26th January 2004	ID Code
Time of Inspection Visit		09:00 am	
Name of NCSC Inspector	1	Mrs Hilary Richards	074966
Name of NCSC Inspector	2	Mr Mark Gower	
Name of NCSC Inspector	3		
Name of NCSC Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):		N/A	
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the NCSC. They accompany inspectors on some inspections and bring a different perspective to the inspection process.		N/A	
Name of Specialist (e.g. Interpreter/Signer) (if applicable)		N/A	
Name of Establishment Representative at the time of inspection		Mr Jon Lees – Head teacher	

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Inspection Methods Used

- 1. Statement of the School's Purpose**
- 2. Children's rights**
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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the National Care Standards Commission (NCSC) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Residential Special Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended. Residential Special Schools are not registered as children's homes unless they accommodate, or arrange accommodation for, one or more children for more than 295 days a year.

This document summarises the inspection findings of the NCSC in respect of Eaton 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

Eaton Hall School originally opened in 1973 and is situated in the South West sector of the City of Norwich, just beyond the outer ring road in partially wooded surroundings.

The building itself was purpose built and is nearly all single storey except for one administration area. Additional boarding accommodation is located at Surlingham House, approximately 1.5 miles away from the main site of the school.

The work of the school is undertaken by a professional team of Teaching and Child Care Staff working together, supported by a full range of ancillary and domestic staff. Other professional help is available where appropriate and other agencies, where involved, are included in casework and review meetings.

Eaton Hall School is a County school for boys with emotional and behavioural difficulties, which have interfered with or seriously held back progress in their mainstream schools. Frequently pupils also experience difficulties in their lives outside school. It is for children between the age groups Y5 to Y11, with admission being on a residential basis only. A gradual move to attending daily is seen as part of the process of reintegration into home and eventually the possibility of returning to a mainstream school.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The Inspectors view is that the school in general provides an excellent standard of boarding welfare. The particular strengths of the service provided are the culture of openness and support within the whole school and the leadership of the head teacher and Principal Care Manager. The staff within the care team, under this leadership, are enthusiastic, competent and committed to providing a high standard of care to the children accommodated in the school. The children at Eaton Hall School present as happy and confident within the school environment.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The school would benefit from reorganising their current system of dispensing medication to prevent secondary dispensing and also ensure clear agreements exist between parents and the school regarding who is responsible for dispensing medication for children who are flexi-boarding. Children's placement plans need to be kept fully up to date and supported by risk assessments in relation to known or likely behaviour.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The overall conclusion of the Inspection of Boarding Welfare at Eaton Hall School is that the children accommodated continue to be provided with a high standard of care by a dedicated, experienced, enthusiastic and qualified staff group. The Inspectors were impressed by the level of commitment given to the children by all members of staff and the positive relationships observed between members of staff and children. The children accommodated at the school are supported in addressing their behavioural and emotional difficulties by the provision of a 24-hour curriculum, the observed behaviour of the boys and their integration into the wider community evidences the success of the care and teaching practice within the school.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended action and any advisory recommendations are to be addressed. This action plan will be made available on request to the Area Office.

RECOMMENDED ACTION			
Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.			
No	Standard*	Recommended Action	
1	RS10	It is recommended that the duration of a sanction is always recorded in the Sanction Log.	Immediate Effect
2	RS10	It is recommended that the school hold a specific log for the use of physical intervention and a separate log for all other incidents.	01.04.04
3	RS14	It is recommended that the person who dispenses any medication personally administers it to the child, ensures it has been taken and signs the medication record to evidence that they have witnessed the child taking that medication.	Immediate Effect
4	RS14	It is recommended that the school enter an explicit written agreement with a child's parents as to who is responsible for the administration of prescribed medication when a child is flexi-boarding at the school.	01.05.04
5	RS17	It is recommended that any significant changes to a child's placement plan e.g. medical needs, behaviour management, are recorded in writing on the child's case file and regularly reviewed.	01.05.04
6	RS17	It is recommended that the school undertake specific risk assessments in relation to children's known and likely behaviour, which subsequently informs the children's placement plans and how the school meets each child's needs.	01.05.04

7	RS19	It is recommended that the school maintain a personnel file for each member of staff. This is a repeat recommendation.	01.06.04
8	RS30	It is recommended that all members of staff, including the head teacher and domestic staff receive half termly supervision.	01.05.04
9	RS33	The Local Authority have 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; it is recommended that this matter is addressed immediately. This is a repeat recommendation.	01.03.04

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	RS10	It is advised that the head teacher makes specific written comment on those incidents of physical intervention that relate to a child's behaviour management plan and have not resulted directly from a incident of physical aggression.
2	RS10	It is advised that the school ensure that those incident reports waiting to be entered onto the EPAR system are held in secure datal order and are entered on the computer system in datal order.
3	RS14	It is advised that the medication record evidences when a child will be receiving medication outside the school to ensure there are no unexplained gaps in a prescribed course of medication.
4	RS18	It is advised that the school do not use the EPAR generated case summary sheets until they are an accurate representation of what has actually taken place.

5	RS18	It is advised that the school seek to resolve the current problems with EPAR that result in information being printed out in non-datal order.

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	NA
• Independent Person	NA
• Chair of Governors	NO

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	NO
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)	YES
Answer-phone line for pupil/staff comments	NO

Date of Inspection	26/01/04
Time of Inspection	09.00
Duration Of Inspection (hrs.)	22.5
Number of Inspector Days spent on site	6.5

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

SCHOOL INFORMATION

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

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

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

The scale ranges from:

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

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

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

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

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

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

Standard 1 (1.1 – 1.9)

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

Key Findings and Evidence

Standard met?

3

The School's Statement of Purpose is incorporated in the following documents:

- (i) Prospectus
- (ii) Aims and Objectives
- (iii) Statement of Boarding Principles and Practice
- (iv) Beginners Guide

The listed documents provide clear, detailed information regarding the school's ethos and philosophy and how these objectives are met within the school; the documents have been subject of minor amendment in accordance with the recommendations made following the previous Inspection.

The information is provided in an appropriate format for children and their parents to understand and is also suitable for placing authorities. The school provides parents and children with the above documents prior to a child's admission to the school; this enables parents and children to clearly understand the school's philosophy of providing a 24-hour curriculum to children across the teaching and care team and how this is implemented in practice.

Due to unforeseen circumstances within Norfolk Local Education Authority, Eaton Hall School is currently providing temporary education for a number of autistic pupils on site but these children do not attend the school on a residential basis and their teachers have been supplied directly by the LEA. The school is also providing some outreach work to mainstream schools that currently has temporary funding. Due to the temporary nature of both these arrangements they are not reflected in the school's Statement of Purpose.

The school had recently been directed to accept a further two pupils into the main body of the school, despite associated Health and Safety concerns due to class sizes. The head teacher and governors for the school challenged this decision and following a further assessment the LEA agreed not to place these children in the school. The head teacher is to be commended on his commitment to ensuring that the school only admits children whose assessed needs can be met within the purpose of the school.

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?

4

The Inspectors were pleased to note the continued high standard of consultation with children and their families within the school. Each child in school continues to have an allocated Personal Tutor (PT) and Teaching Tutor (TT). The PT's are provided with extensive written guidance regarding their role, including how children and their families are to be involved and consulted regarding every aspect of the school's care of their child. The content and standard of this guidance remains commendable. The case files which were chosen at random to be inspected, evidenced significant levels of contact by PT's with parents and the involvement of children in all discussions regarding their care. Children's views are sought in a range of meetings, which are held on a regular basis, including Unit Meetings, School Council meetings and Liaison Meetings.

The Head Teacher, Principal Care Manager (PCM) and Care Staff state they operate an "open door" policy for parents and children and this was confirmed by the recording evidenced on case files and by discussion with individual pupils.

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?**

3

The Staff Handbook and Personal Tutor Guidance provides clear information on a range of issues in relation to children's privacy and confidentiality of information; the Staff Handbook has been amended to include guidance regarding room searches as previously recommended. The children's files continue to be kept in locked filing cabinets and confidential information is held on a separate file to the main file. The members of staff who were spoken to demonstrated their sensitivity to private and confidential issues for children and were observed to handle a range of situations during the course of the Inspection in a sensitive and unobtrusive manner.

The children can make and receive telephones calls in relative privacy on both sites but there is only one telephone available on each site. The school does not accommodate 30 children each night and the number of children in residence on any given night is very variable; the majority of children return home each weekend and for a number of nights during the week. The children did not raise the number of telephones as an issue and individual children informed the Inspector that they can make telephone calls in total privacy from the staff office should they need to.

The telephone at Surlingham House has been relocated following the previous Inspection and now affords children an acceptable level of privacy.

Standard 4 (4.1 - 4.8)

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

Key Findings and Evidence**Standard met?**

3

The Beginners Guide explains in detail what children should do if they are unhappy at the school or wish to make a complaint; there is also a complaints procedure for parents and staff; the Beginners Guide has been amended to include reference to the National Care Standards Commission. Individual children confirmed that they knew how to complain within the school and all the children spoken to named members of staff who they stated they would talk to, including the Head teacher.

The school maintains a Complaints Log, which is supplemented by additional information/correspondence that evidences the action taken by the school to resolve the complaint and the response made to the complainant.

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 NCSC 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 school holds a copy of the local ACPC procedures and the designated member of staff for child protection is the Principal Care Manager. The Inspectors spoke to a selection of care staff, including Personal Tutors and Senior Care Managers, all staff members evidenced that they were fully aware of the school's child protection procedures and what action they should take if an allegation was made to them. Staff confirmed that they received specific child protection training as part of their planned induction programme.

The PCM has recently provided specific child protection training to the ancillary staff within the school; these members of staff evidenced an appropriate level of understanding of the school's child protection procedures.

The Staff Manual has been amended to include specific guidance for staff as to the procedure that will be followed should they be subject of a child protection allegation.

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

0

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 is contained within the Positive Management of Behaviour Document for staff and within the Beginners Guide for children. The school continues to take bullying very seriously as evidenced by the incident reports on children's files and the response to the limited pupil survey that was undertaken.

At the time of the previous Inspection the school was involved with the development of a new software programme that was intended to provide a comprehensive analysis of data held by the school in a variety of record keeping systems (EPAR), including analysis of incidents of bullying. The software programme has experienced a number of difficulties that have delayed its full implementation although it is hoped these difficulties are now resolved – see Standard 32 for additional comment.

The Head teacher continues to have oversight of all Incidents which occur within the school and is able to breakdown this information by type of incident, time of day, staff present etc, this practice is to be commended.

The children who were spoken to did not report being bullied whilst at school.

Percentage of pupils reporting never or hardly ever being bullied

100 %

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 fully aware of the significant events that require notification to the relevant authority under this Standard. The school has not had any such incidents within the last year. The Head teacher is aware that a written record must be kept which details any action taken and the outcome of any investigation which has been undertaken.

The Staff Manual has been amended, as advised, regarding the action staff need to take should a notifiable incident occur within the school.

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

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

0

0

0

0

Standard 8 (8.1 - 8.9)		
The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
Key Findings and Evidence	Standard met?	3
<p>The school's "Leaving the Premises without Authority" guidance is contained in the staff manual. All incidents of children leaving the school without permission are recorded on individual Incident Sheets, which are monitored by the Head teacher, and a copy placed on the child's file. The level of individual absences is monitored by a child's Personal Tutor and is subject of regular Review.</p> <p>The new software system for the school is not currently reflecting an accurate picture of levels of absence from the school as this detail is not reflected in the case summary sheets that are placed on individual children's files – see Standards 18 and 32 for further comment.</p>		
Number of recorded incidents of a child running away from the school over the past 12 months:		X

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
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The Inspectors positive view of the relationships between staff and pupils that was evident during the school's previous Inspection was subject of further confirmation during this Inspection. The Inspectors were pleased to observe the continuing positive, warm relationships that exist between children and Care Staff, which evidenced mutual respect. The children appeared relaxed in the company of staff but staff were also clearly able to maintain professional and personal boundaries. Care Staff demonstrated their ability to respond appropriately to unacceptable behaviour and incidents were handled in a sensitive and non-confrontational manner.

The Inspectors are aware that the school has recently had to manage a period of extremely difficult and challenging behaviour but this was not evident in the positive relationships between staff and children – this is to be commended.

The school's Positive Management of Behaviour Document continues to provide clear guidance to staff regarding the ethos and philosophy of the school and the aims of the school for the children in their care. The content of this document is supported by other linked documentation within the school, e.g. the role of the Personal Tutor, Aims and Objectives, etc. The overwhelming emphasis of all the documents is to reward positive behaviour. Children are given a clear reward structure for positive behaviour that is referred to as the Privilege Scheme; the children who were spoken to clearly understood how improvements in their social behaviour would earn an increased level of Privilege within the school. Children appeared to view the Privilege Scheme as being administered fairly and individual children obviously regarded their own status within this scheme as a source of personal pride.

The Care Staff at the school are deployed either on the Main Site or at Surlingham House; this achieves continuity of care for the children who reside on each site. The school also endeavour to arrange that each child's Personal Tutor is allocated to the site the child lives at.

Standard 10 (10.1 - 10.26)

Staff respond positively to acceptable behaviour, and where the behaviour of children is regarded as unacceptable by staff, it is responded to by constructive disciplinary measures which are approved by the Head of Care.

Key Findings and Evidence

Standard met?

2

The school provides detailed and appropriate written guidance regarding procedures on the control, disciplinary and physical intervention measures that may be used at the school – see Standard 9. Parents and children are informed of the school’s policies prior to a child’s admission and parents give written consent to the staff using physical intervention with their child, should this be necessary.

All staff within the school have received training in physical intervention with children, as part of their induction programme; staff appointed since the previous Inspection confirmed that this had taken place. The Inspectors noted the generally very good standards of behaviour by the children in the school for which they are to be commended.

Following a recommendation made in the previous Inspection Report the school now keeps a record of all sanctions imposed in a dedicated Sanction Log; this record cross referenced to Incident Reports on individual children’s case files. A list of permitted sanctions is held in the front of the Sanction Log.

It is recommended that the duration of a sanction is always recorded in the Sanction Log.

The Inspectors sampled four children’s case files at random and tracked their welfare across the range of records held by the school. One of the children chosen at random had required restraining on numerous occasions due to his physically aggressive behaviour. All members of staff that were spoken to highlighted their concerns regarding this particular child and the level of physical management that had been required in order to keep him and other children and staff safe. The Inspectors were encouraged by the level of discussion and analysis that took place within the staff team regarding this child and the ultimately successful strategies that have been put in place to manage his behaviour.

In relation to this particular child, and any other child requiring specific behaviour management strategies, the Inspectors would have wished to see clear reference to children’s updated Individual Social Programmes (ISP’s) and associated risk assessments – see Standards 17 and 26.

It is advised that the head teacher makes specific written comment on those incidents of physical intervention that relate to a child’s behaviour management plan and have not resulted directly from a incident of physical aggression – see Standard 30 for additional comment.

Following the recommendations made after the previous Inspection the school evaluated their system for the recording of physical intervention and concluded that the system that is operated is as secure as that detailed within this Standard. As previously, all incidents of physical intervention are recorded on individual Incident Sheets, a copy of which is placed on the child’s file and a brief entry is made in the Incident Log. The recording on the Incident Sheets contains all the information required by this Standard and the Head teacher or other senior member of staff monitors all Incident Sheets on a daily basis. The information provided by the Incident Sheets is used to monitor/identify patterns of behaviour – see

Standard 6. The Inspectors were satisfied that the details of incidents of physical restraint are appropriately recorded and evidence the oversight of the Head teacher or other senior member of staff.

The Inspectors accept that the recording system in use by the school in relation to the record of physical intervention is acceptable but concern remains due to the delay in entering the detail of incidents of physical intervention on the EPAR system; the Inspectors are aware of the previous administration staff shortages. The Inspectors were shown large numbers of incident reports dating back a number of months that had not been entered on EPAR and those that were entered were not necessarily done so in datal order; the consequence of this is for some case summary sheets to evidence a misleading picture of a child's behaviour over any given period of time.

It is advised that the school ensure that those incident reports waiting to be entered onto the EPAR system are held in secure datal order and are entered on the computer system in datal order.

It is recommended that the school hold a specific log for the use of physical intervention and a separate log for all other incidents.

It is recommended that a representative of the local authority reads and makes written comment upon the use of sanctions and physical intervention used within the school – see Standard 33.

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
<p>The school continues to operate a very clear, planned admission process, the written guidance for which is contained in the school Prospectus and Beginners Guide; the admission process includes home visits to the child and introductory visits to the school.</p> <p>The children's files that were inspected evidenced full referral information and admission details for each child, including copies of their Statements of Special Educational Needs. The children's files evidenced their appropriate placement at Eaton Hall School and their assessed need to be placed in a school that offers a 24-hour curriculum. The assessed needs of the children placed at the school are consistent with the school's Statement of Purpose –see Standard 1. One sampled file referred to a child's history of inappropriate sexualised behaviour but this issue was not addressed in either his ISP or an associated risk assessment – see Standards 17 and 26.</p> <p>The school aims to re-integrate children into mainstream education, where possible, and any such moves are planned in advance and include initial visits by the child to the new school prior to a full return.</p>		

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 level of liaison between the children's Personal Tutors and Teaching Tutors within the school continues to be excellent; the children's nominated tutors meet on a regular basis with the child to review their progress/needs in every area of school life and to ensure consistent delivery of the 24-hour curriculum. The care staff meet with the teaching staff before school starts in the morning, at the beginning and end of the lunch break, and at the end of the school day to handover the care of the children and to ensure all members of staff are fully aware of any issues for particular children during the day. The children also have personal diaries that staff use to record any issues which arise for the children during any part of the day. The level of communication within the whole staff group ensures that the learning of appropriate social behaviour is a seamless process across all areas of the school. The teaching staff are also supported during the school day by a Senior Care Manager who is on call to provide additional support to any child who requires assistance.

The children have a nominated Senior Care Manager who acts as their case co-ordinator and has responsibility for their overall care within the school. The Senior Care Manager, Personal Tutor and Teaching Tutor all contribute to the annual review of the child's statement and the termly review of their residential care.

Standard 13 (13.1 - 13.9)

Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.

Key Findings and Evidence

Standard met?

4

The school continues to offer an extensive range of leisure activities to children outside the classroom, as evidenced during the course of the Inspection and discussed by the children. Children are encouraged to participate in a wide range of sports and clubs, both within the school and in the local community – see Standard 23. The level of staffing after school hours enables children to attend clubs and activities in the community without compromising the care of the children who remain in the school.

As evidenced during the previous Inspection, the care staff who were spoken to on this occasion expressed their enthusiasm for the support they receive from senior staff to provide a wide range of activities within the school. Staff are given appropriate training in order to ensure they can effectively offer activities to the children in which they are already interested; this has resulted in children having an extensive choice of clubs to attend within school facilitated by enthusiastic care and teaching staff.

The Inspection evidenced an appropriate balance between free and structured time for the children; outside of structured activities the children have access to a wide range of leisure activities including a pool table, computer, play station, television, school library, etc. The children have staggered bedtimes, according to age, and the atmosphere on Main Site and at Surlingham House during the evening was observed to be relaxed and informal with care staff joining in with the children's activities at their request.

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 staff handbook contains the school's Medication Policy regarding the administration of medicine and the Quality in Child Care document contains appropriate guidance regarding the general health and hygiene needs for the children looked after within the school. The teaching programme within the school regarding Citizenship covers issues relating to sex education, drug abuse, smoking etc, and is delivered at an age appropriate level.

The school does not currently have a designated member of staff who is responsible for ensuring the children's health needs are met; a teaching assistant has assumed temporary responsibility for this matter during school hours. Outside school hours the Senior Care Manager on duty holds responsibility for administering medication.

The teaching assistant has put in place an appropriate stock control system for prescribed medication within the school and is currently updating parental consent forms in relation to the limited range of non-prescribed medication administered to children within the school – this is to be commended.

The medication records that were examined evidenced an appropriate record of medication administered within the school but it was unclear from the records when children were at home or when a course of medication had finished. The Inspectors also observed on a number of occasions the secondary dispensing of medication; this is inappropriate and may lead to errors.

It is recommended that the person who dispenses any medication personally administers it to the child, ensures it has been taken and signs the medication record to evidence that they have witnessed the child taking that medication.

It is recommended that the school enter an explicit written agreement with a child's parents as to who is responsible for the administration of prescribed medication when a child is flexi-boarding at the school.

It is advised that the medication record evidences when a child will be receiving medication outside the school to ensure there are no unexplained gaps in a prescribed course of medication.

The children's case files that were sampled contained information regarding the child's health needs on admission to the school. Children's files evidenced that they are registered with a local GP and dentist whilst resident at the school and an appropriate record is kept of all appointments attended.

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?

4

The Inspectors ate a number of meals during the course of the Inspection including breakfast, lunch and tea; meals were eaten at both Main Site and Surlingham House. Staff and children eat all main meals together and mealtimes were noted to be relaxed and informal whilst remaining well ordered. The standard of food continues to be good on both sites and the children and staff made numerous positive comments regarding the quality and variety of food available in the school.

Children are offered a choice of main dish at both lunch and tea and individual dietary needs can also be met if required. The school operates an eight-week rolling menu and the Domestic Bursar is to be commended for the variety and choice of dishes that continue to be available to the children. The Inspectors were pleased to note the healthy choices of food available and the wide range of salad and vegetables that the children were happy to eat at mealtimes.

The school has recently experimented with a tuck shop run by pupils and the School Council reviewed the pros and cons of this facility during the course of the Inspection. The Inspectors were particularly impressed by the children's involvement in the school council and the thoughtful contributions that were made to the discussion of the continued availability of a tuck shop.

The Domestic Staff expressed concern in relation to the diet of some children within the school and were concerned that, in their view, there was insufficient staff oversight of the general health of pupils in the school in relation to diet and exercise – see Standard 30 for additional comment. The Inspectors were confident that staff within the school do have sufficient oversight of the diets of individual pupils but would support more involvement of the domestic staff in a whole school promotion in relation to healthy eating and exercise.

In addition to the main meals provided at school children have access to kitchenettes on Main Site where they can prepare snacks and drinks; children at Surlingham House are able to use the main kitchen for this purpose.

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's parents are responsible for meeting their clothing and personal requisite needs; the children are able to store their belongings in their own bedrooms and toiletries and clothes are for personal use only. The children's pocket money is held in safekeeping by the care staff and is given to children on request.

Following the previous Inspection the staff handbook has been updated to include guidance for staff on the dispensing of pocket money.

Children are able to purchase stationery items from a small shop on the school site; any other items can be purchased from a selection of shops within easy walking distance of the school. Children are either able to walk to the shops alone or can be accompanied by care staff, dependent on their level of Privilege – see Standard 9.

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
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The school does not have a specific document entitled "Placement Plan" but the information required by this Standard is initially contained within children's statements of special educational need and their admission details. This information then forms the basis of a child's Individual Social Programme and Individual Education Programme, which are reviewed regularly by the Personal Tutor and Teaching Tutor and updated as necessary. The Personal Tutor's Review reports cover all elements required by this standard in relation to Placement Plans.

Children's ISP's are reviewed regularly and a written summary of the meetings held between the pupil and personal tutor are held on file. There is a lack of consistency between personal tutors as to the format of how these meetings are recorded; this has led on occasion to a lack of recording in relation to significant changes to a child's placement plan and how their needs are to be met by the school. The Inspectors accept such changes have been communicated across the staff team, as evidenced by discussion with staff and records of team meetings, but would expect written confirmation of such changes to be held on a child's file.

It is recommended that any significant changes to a child's placement plan e.g. medical needs, behaviour management, are recorded in writing on the child's case file and regularly reviewed.

It is recommended that the school undertake specific risk assessments in relation to children's known and likely behaviour, which subsequently informs the children's placement plans and how the school meets each child's needs.

Standard 18 (18.1 - 18.5)

Each child has a permanent private and secure record of their history and progress which can, in compliance with legal requirements for safeguards, be seen by the child.

Key Findings and Evidence**Standard met?**

3

The children's case files that were sampled were generally in good order and evidenced clear, factual, up-to-date recording. Files evidenced copies of incidents sheets relating to physical interventions and absences from school, these cross-referenced to recording in the children's diaries. As stated previously, the case summary information on files did not present an entirely accurate reflection of any given period of time due to difficulties with the computer software and staff shortages in relation to inputting data. The lack of complete case summary information leads the reader to believe information is not on file when it actually is but has not been picked up by the EPAR system.

The Inspectors found it difficult on occasion to follow the order in which events had occurred due to the computer printout not being in datal order; the Inspectors are fully aware of the level of frustration felt by staff in relation to the software difficulties that have been experienced.

It is advised that the school do not use the EPAR generated case summary sheets until they are an accurate representation of what has actually taken place.

It is advised that the school seek to resolve the current problems with EPAR that result in information being printed out in non-datal order.

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?**

2

The school maintains the following records in a clear and appropriate format:

- (i) Admission and Discharge Register
- (ii) Accident Log
- (iii) Menus
- (iv) Duty Rosters
- (v) Diary of Events (Senior Log for each site)
- (vi) Visitors Book
- (vii) Employee Register

It is recommended that the school maintain a personnel file for each member of staff – see Standard 27.

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

The school continues to positively promote and encourage contact between children and their families and between the school and families. The children's files evidence frequent contact between the school and parents. The Inspectors were pleased to note that regular contact provides parents with an understanding of every aspect of their child's progress within the school and is not used solely to report concerns or incidents of poor behaviour.

Children advised the Inspectors that they telephoned their parents as often as they wished outside of school hours; the majority of children also stay at home for a number of nights during the school week.

Standard 21 (21.1 - 21.2)

Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.

Key Findings and Evidence

Standard met?

3

The Head teacher advised that the vast majority of the children who attend the school continue to live at home with their families. The school do look after some children who are in the care of the Local Authority but none of these children are about to leave care.

The Head teacher and Principal Care Manager had evidenced during the previous Inspection their awareness of Pathway Plans and the responsibility of the school to work with a Placing Authority in implementing a Pathway Plan for any child in their care.

Standard 22 (22.1 - 22.13)

All children are given individualised support in line with their needs and wishes, and children identified as having particular support needs, or particular problems, receive help, guidance and support when needed or requested.

Key Findings and Evidence

Standard met?

3

The staff group continue to offer a high level of individual support to children placed at the school, as evidenced by direct observation and feedback from children, parents and staff. Of the children who were spoken to at random during the Inspection, all identified adults within the school they felt they could talk to, which included the Head teacher.

The school continues to have the same Independent Listener as last year but the children remain unclear who she is and her role within the school. The head teacher advised that the school is considering changing the Independent Listener for someone who could participate more in the life of the school and thus become a familiar adult to the children – see Standard 33 for additional comment.

The children's files evidence the school facilitating access to specialist external resources when required.

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
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The school's Main Site is a relatively modern building located in the centre of a residential area in Norwich, which can accommodate up to 20 boarding pupils; the school has limited but adequate external facilities and the children have use of a nearby local park when they require more space. The school has a further 12 boarding places at Surlingham House which is an older detached house approximately 1.5 miles away from the Main Site which is used by more able pupils.

There are no outstanding requirements from the most recent Inspection by the Fire Service or the most recent Environmental Health Department Report.

The school continues to create and maintain positive links with the local community as evidenced by the wealth of correspondence between the school and local groups and the range of fund raising activities undertaken in conjunction with local business. The school appears to take every opportunity to involve the children in a wide range of social activities, which encourages the children's integration into the wider community and promotes a positive image of the work undertaken within the school; this is to be commended.

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 accommodation within the school remains unchanged from the previous Inspection; general maintenance and decoration have taken place.

The residential accommodation at Main Site is separated into 4 individual units, each of which accommodates up to 5 children. The units are linked in pairs and share a lounge and kitchenette; a staff sleep in room is located on each pair of units. Two children gave an Inspector a tour of the accommodation; the children were keen to describe the system of each unit being colour coded to match their ties and they evidenced a strong sense of ownership for their individual units. The accommodation is furnished and decorated appropriately and the children have access to a range of rooms for private activities, play and recreation. The children accommodated on Main Site are generally the younger age range in the school, children move to Surlingham House as their social behaviour improves and they are allowed an increased level of Privilege within the school.

The children's bedrooms on Main Site are not of an adequate size to meet this Standard. The children all have a single bedroom, which contains a desk and adequate storage space to store personal belongings and individual children have personalised their rooms, but the floor space in each room is limited. The children who were spoken to during the course of the Inspection did not express any concerns regarding the size of their bedrooms although members of staff were obviously conscious of the limited size. The children who board at the school return home, at a minimum of every other weekend; the majority of children return home each weekend and also spend nights at home during the school week. The Inspectors accept that the limited size of the children's bedrooms on Main Site does not impact significantly on the children's welfare.

The accommodation at Surlingham House provides a more homely type environment than Main Site due to the nature of the building. The house is appropriately furnished and decorated and promotes a bright and welcoming atmosphere. The children at Surlingham House either have individual bedrooms or share bedrooms with children of a similar age; the bedrooms are all of an appropriate size.

Standard 25 (25.1 - 25.7)

The school has sufficient baths, showers and toilets, all of good standard and suitable to meet the needs of the children. The school has appropriate changing and washing facilities for incontinent children where necessary.

Key Findings and Evidence**Standard met?**

3

The individual units on Main Site have their own toilet and bathing facilities; each group of 5 children share 2 toilets and a separate shower and bath. The children advised that they do not have to queue to use the facilities at any time and there is always sufficient hot water for everyone.

The children accommodated at Surlingham House have access to 2 toilets and a separate shower and bath; there is an additional bathroom with en-suite toilet available for use in Braemerton Lodge. The school is able to accommodate up to 11 children at anyone time in Surlingham House but does not have sufficient toilet facilities to do so; the school confirmed that no more than 8 children are accommodated at any one time in Surlingham House unless they are able to use the facilities in Braemerton Lodge.

As on Main Site, the children advised that they do not have to queue to use the facilities at any time and there is always sufficient hot water for everyone.

Standard 26 (26.1 - 26.10)

Positive steps are taken to keep children, staff and visitors safe from risk from fire and other hazards, in accordance with Health and Safety and Fire legislation and guidance.

Key Findings and Evidence**Standard met?**

3

The Fire Service inspects the school annually; there are no outstanding recommendations to be implemented. The Fire Logs for Main Site and Surlingham House evidence monthly testing of the fire alarms on both sites and regular fire drills. The fire alarms on both sites are tested on a weekly basis.

The gas boilers on both sites are serviced annually as evidenced by service certificates and the electrical equipment on both sites was tested in 2003. The school has completed appropriate risk assessments in relation to the school premises and the activities undertaken by the children.

The hot water temperature from the taps accessible to children is not restricted, as the children accommodated at the school are not considered to be at risk. The school has completed a generic risk assessment in relation to the lack of vulnerability of all pupils, new admissions to the school have a specific risk assessment on file.

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?

1

The Head teacher advised that all the paperwork relating to staff recruitment continues to be held centrally by the Local Education Authority; evidence of references, police/CRB checks, CV's, etc are held at County Hall on individual staff personnel files. The head teacher advised that the school has requested copies of this information but this has not yet been received. It is recommended that the school hold a copy of staff personnel files – see Standard 19.

The Head teacher advised that the school's recruitment process remains unchanged from last year and newly recruited members of staff confirmed the recruitment process as previously described. The Personnel Handbook contains a written record of the recruitment process, general conditions of employment, employee relations and other relevant guidance.

Total number of care staff:	18	Number of care staff who left in last 12 months:	2
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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?**

4

Following the previous Inspection the Head teacher and Deputy head were no longer required to be resident on site during the week; the newly appointed site manager is permanently resident on main site.

The staff arrangements for the school are 2 Personal Tutors and 1 Senior Care Manager who sleep in on Main Site and 1 Personal Tutor and 1 Senior Care Manager who sleep in at Surlingham House. Additional staff are present on both sites until 11.00pm each night and senior staff are on call throughout the night if needed. The current levels of staffing are more than adequate to meet the needs of the children accommodated, as evidenced by direct observation during the evening and by records on the children's files. Individual children confirmed that they can easily access members of staff during the night if required.

The staff rosters corresponded to the staff present during the Inspection and to the recording on case files. The Principal Care Manager advised that the rosters are sufficiently flexible to allow the existing staff team to cover periods of sickness without needing to use Agency Staff.

The Senior Care Manager on each site holds a written record of those resident each night; this record acts as a Fire List if required.

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?**

4

The school continues to have a clear induction programme for all new members of staff, which includes guidance on child protection alongside all other relevant procedures within the school. Newly appointed staff are employed as Link Tutors for 2 terms prior to becoming Personal Tutors with individual responsibility for particular children. New staff receive individual support from a Senior Care Manager who has responsibility for ensuring they complete their Induction Programme satisfactorily.

All members of staff have individual personal development plans, which are reviewed every half term with a senior member of staff. Staff development files evidence regular review of development plans and also evidence training undertaken by individual members of staff.

The staff group continue to impress as both qualified and experienced and actively seek new learning opportunities to further their professional development.

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 previous Inspection identified that care staff were receiving formal individual supervision with a senior member of staff every half term; this is inaccurate. Care staff meet with a senior member of staff on a regular basis to discuss their personal development and training needs; this can be half termly but is more usually termly. A written record is kept of these meetings but they are not supervision sessions within the meaning of this standard. Care staff and domestic staff are able to access ad hoc supervision sessions as and when required from a linked senior member of staff; these meetings are not minuted and their purpose is to provide additional personal support to staff. In discussion with care staff it would appear that the majority do not seek supervision from this source.

All members of the staff team that were spoken to felt fully supported within the structure of the school and readily identified senior members of staff that they would speak to if additional support were required. The Inspectors did note a number of issues that arose during the course of the Inspection e.g. staff views on health promotion, the inclusion of personal tutors in decisions regarding their linked children, which could have appropriately been raised in formal supervision if available. The Inspectors would also query how issues of concern in relation to care practice, from both personal tutors and senior staff, can be addressed without regular supervision.

The domestic staff continue not to receive formal supervision and there are still no arrangements for the professional supervision of the Head teacher.

It is recommended that all members of staff, including the head teacher and domestic staff receive half termly supervision.

Staff rotas are organised to allow regular meetings for significant staff; there are weekly Care Team Meetings, Senior Management Team Meetings and Teaching Staff Meetings which are rostered to ensure all members of staff can attend, this is to be commended.

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?

4

The school continues to be organised, managed and staffed to a high standard and delivers the best possible childcare.

The Principal Care Manager has substantial experience of working at a senior level in a childcare setting and holds the Diploma in Social Work. All the Senior Care Managers also have substantial relevant experience and have completed the NVQ Level 3 in Caring for Children and Young People. Personal Tutors employed by the school start the NVQ Level 3 following completion of their induction programme; the Principal Care Manager is aware of the requirements for new staff from 2004 to begin working towards the NVQ Level 3 within three months of joining the school.

The school provides parents with a copy of the School Prospectus prior to their child's admission, which contains a summary of the most significant policies and procedures implemented within the school.

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

100 %

Standard 32 (32.1 - 32.5)

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

Key Findings and Evidence**Standard met?**

3

The records that were examined during the course of the Inspection evidenced oversight by the Head teacher, Principal Care Manager or other senior member of staff. The annual review of boarding and welfare provision within the school is incorporated within the school development plan, as evidenced during the Inspection.

The Inspectors continue to be impressed by the Head teacher and Principal Care Manager's level of knowledge of individual children's daily care and the level of oversight that they have of every aspect of boarding and welfare provision within the school. This high level of monitoring allows for the identification of any emerging patterns of behaviour/incidents involving children and/or staff.

The Inspectors remain concerned that the ongoing difficulties with the EPAR system will hinder the monitoring of trends within the school and provide mis-leading information. The Inspectors were reassured by the head teacher's awareness of the continuing difficulties and the impact that these are having on individual members of staff.

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 Authority have 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; it is recommended that this matter is addressed immediately. The Local Authority representative could also fulfil the role of Independent Listener for pupils within the school, if appropriate.

The above recommendation remains outstanding from the previous Inspection; the NCSC will write directly to the LEA to seek an explanation and remedial action.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Not applicable.

Lay Assessor _____ **Signature** _____

Date _____

PART D**HEAD'S RESPONSE****D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.**

We would welcome comments on the content of this report relating to the Inspection conducted on 26th, 27th & 28th January 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

NO

Comments were received from the provider

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 30th March 2004, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

Status of the Head's Action Plan at time of publication of the final inspection report:

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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

Provider has declined to provide an action plan

Other: <enter details here>

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.