

inspection report

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

Fred Nicholson School

Westfield Road

Dereham

Norfolk

NR19 1JB

10th, 11th and 12th January 2005

Commission for Social Care Inspection

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

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

The role of CSCI is to:

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

Inspection Methods & Findings

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

The 4-point scale ranges from:

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

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

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

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

SCHOOL INFORMATION

Name of School

Fred Nicholson School

Address

Westfield Road, Dereham, Norfolk, NR19 1JB

Tel No:

01362 693915

Fax No:

01362 693298

Email Address:

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

Norfolk County Council Education

Name of Head Mrs. Maggie Molland

CSCI Classification

Residential Special School

Type of school

Residential Special School

Date of last boarding welfare inspection:

19/1/04

Date of Inspection Visit		10th January 2005	ID Code
Time of Inspection Visit		09:30 am	
Name of CSCI Inspector	1	Mrs Glynis Gawley	074944
Name of CSCI Inspector	2	N/a	
Name of CSCI Inspector	3	N/a	
Name of CSCI Inspector	4	N/a	
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 CSCI. 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		Mrs. Maggie Molland - Head Teacher and Mr. Peter Page – Head of Care	

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INTRODUCTION TO REPORT AND INSPECTION

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

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

This document summarises the inspection findings of the CSCI in respect of Fred Nicholson 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

Fred Nicholson School, which opened in 1973, is a Special School for pupils who have Moderate Learning Difficulties.

The school has expanded to provide 95 places, of which approximately 28 are designated as boarding places. Pupils are able to board at the school for up to 4 nights a week. Facilities cater for boys and girls from 7-16 years.

At the time of this Inspection 88 children were attending the school including 4 girls and 13 boys as boarders.

Residential provision currently in use comprises of one 5 bed dormitory for girls, Three 5 bed dormitory for boys and one 3 bedroomed flat for older children. An additional dormitory has been converted into an indoor recreation area for boarders.

Other facilities available to boarders include the school gym, the school workshop, the school library, a sitting room with an adjacent kitchen, the school dining room, a new atrium, a large clubroom situated in the school grounds and the outdoor playground equipped with climbing frames and swings.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

This school remains a very special Special School. Its outstanding qualities are the commitment of the whole staff team to close teamwork and staff development, the nurturing culture that includes all its members, the dedication to the care and development of children, the continuous development of effective methodologies and the focus on the recognition of achievement of all children and staff.

The school was awarded Beacon Status by Ofsted in 2001 and was recognised as an Investors in People in 2002. The Site Manager was awarded Caretaker of the year ,Norfolk, in 2002. The Well-Being project is valued by staff.

Some very impressive work continues to be developed further, for example, The Child Protection system, The Team Teach system, and the placement plan documentation.

The staff's determination to enable children with very complex and serious difficulties to lead fulfilled lives is profoundly moving.

Children reported that they highly value the school. Comments from children included " Some children go home, some children stay. I like staying here", " It's very good and I like it when, after dinner we go to the dorm. and play and have tea and have activity", and "Boarding is really good, fun, exciting, incredible. Got all your friends here, all my good teachers."

The Deputy Head teacher, Mrs. Mollond, took up the post of Head teacher for fixed period to enable the school to negotiate the difficulties arising from the admission of children with EBD and the resulting loss of Mr. Clayton, the previous Head teacher. This task is a very heavy burden.

The score of 4 for NMS 30 at this inspection is in recognition of the whole school team's supreme effort to overcome the difficulties. The school has managed to retain its strong value base of care for self and others and its dedication to the welfare of children. It has not only devised and implemented imaginative strategies to address the situation; it has, impressively, managed to develop the service in a number of areas. This would not have been possible without the strong support within the whole staff team.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

There remains a conflict between the Statement of Purpose and the LEA's admissions policy, i.e. that the school is for children with moderate learning difficulties (MLD) yet in 2003 children with emotional and behavioural difficulties (EBD) were being placed at the school in large numbers.

A letter of concern regarding the urgent need to address this issue was sent to the LEA and DFES following the January 2004 inspection.

The concerns were:

- That the school, which specialises in provision for children with Moderate Learning Difficulties, was directed to take a large group of children with EBD and that this new group of children have very different needs to children already at the school.
- That only scant and sometimes inaccurate or ambiguous information regarding the needs of individual new children was available to the school prior to

admission; in particular, risk assessments.

The school was unprepared for many of the serious risks posed by the behaviours of some of the new children.

- That the necessary resources were not provided by the LEA for the school to safely admit this group of children.
- That the admission of this group of children has had a serious impact on the welfare of the children already at the school and on the staff team.
The existing pupil population includes many physically fragile and vulnerable children. Staff expressed concern regarding the safety of these children as they are now exposed to risk despite the schools efforts to minimise this risk.

Following the letter of concern and the 2004 inspection report, discussions between the school and the LEA and a request from the Chair of Governors, a Review of Provision was undertaken in July 2004 by a team from the LEA, Social Services and the Planning and Buildings team.

The inspector has examined the report of this review. The LEA review report largely confirmed the concerns expressed in the 2004 NCSC (now CSCI) inspection report.

The LEA review made a number of recommendations including:

“Expediting the decision as to the future designation of the school would assist the Senior Management Team in clarifying needs to be addressed in medium and long term planning.”

A letter from the LEA to CSCI 17/11/04 stated that as a result of the LEA review “admissions are now being co-ordinated centrally with a renewed focus upon meaningful school consultation regarding the proposed placement of students”.

The Head Teacher confirmed that there has been some positive movement on this issue, for example, the LEA’s appointment of an admissions officer and the production of an LEA draft admissions policy which provides for reference to the school’s Governing body and for the assessment of possible detriment to other children already at the school.

However, there remains a lack of clarity of the designation of the school. The Head Teacher reported that a review of all Special School provision is currently being undertaken by the LEA. This review is welcomed by the school, but, the current lack of clear designation, the contradictory information received by the school regarding this review and anxiety regarding the possible implications of the review have made it impossible for the school to plan for the future in any meaningful way. The current lack of a clear designation for this school (that is MLD or EBD) in practice has lead to a wide range of adverse affects on the school, all of which compound each other and lead to further adverse affects.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Despite the inherent institutional structure of the boarding accommodation staff have imaginatively endeavoured to provide a warm, homely environment for the boarding children. This is commended.

The school has an abundance of goodwill and expertise within the staff team. The Head teacher, the staff team and the children are commended for the creation of a happy and nurturing environment where everyone's welfare is cared for. The Inspector is confident that the school will continue to strive to further develop its high standards.

However the LEA admission policy placed considerable pressure on the school and the lack any significant support for the school following the letter of concern continues to damage the school.

Despite the vigilance of staff and the implementation of strategies to alleviate the situation there continues to be a risk to the safety and welfare of children and staff. There have been a number of serious violent incidents at the school since this situation was brought to the attention of the LEA.

Urgent action is recommended.

The Inspector thanks the Head teacher, the staff team and the children for their full cooperation and care during this Inspection.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

Is Notification of any failure to safeguard and promote welfare to be made by the Commission for Social Care Inspection to the Local Education Authority or Department for Education and Skills under section 87(4) of the Children Act 1989 arising from this inspection?

NO

Notification to be made to:

**Local Education Authority
Secretary of State**

NO

NO

The grounds for any Notification to be made are:

While no formal Notification was made to the Local Education Authority or the Secretary of State following the Inspection of January 2004, a letter of concern regarding children's welfare was sent to the Department of Education and Skills and to the Local Education Authority.

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

Recommended Actions from the last Inspection visit fully implemented?

NO

If No, the findings of this inspection on any Recommended Actions not implemented are listed below:

No	Standard	Recommended actions	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	
1	RS1	That the school includes an outline of provision for children with disabilities in the Statement of Purpose. (not met from 2003 Inspection)	1/3/05
2	RS23	That the school arranges for an Occupational Therapist to assess the boarding accommodation so that it can be made safe for children with disabilities, such as hearing impairment, or medical conditions, such as epilepsy. (not met from 2003 Inspection)	1/5/05
3	RS24	That, following the school's request to the LEA in 2003 for funding for adequate boarding accommodation, the LEA informs the school and the National Care Standards Commission of its plans for the provision of up to date, non-institutional, domestic style accommodation which offers children adequate privacy and meets all the standards of NMS 24. (not met from 2004 Inspection)	1/6/05
4	RS1	That the school produces a children's version of the Statement of Purpose. (timescale of 30/6/04 not met)	1/6/05
5	RS1	That the LEA provides the necessary scale of resources to safely admit children including in retrospect for the large group of children admitted to the school in 2003. (timescale of 30/4/04 not met)	1/6/05

6	RS24	That window opening restrictors are fitted to the boarding accommodation windows. (timescale of 1/3/04 not met)	1/3/05
7	RS33	It is strongly recommended that the Local Authority arrange for a representative of the Authority, who does not work at the school, to visit the school once every half-term and complete a written report on the conduct of the school (timescale of 30/4/04 not met).	1/3/05
8	RS4	That the LEA as the Responsible Body reviews its current position regarding its involvement in the investigation of complaints about the school. (timescale of 30/6/04 not met)	1/3/05
9	RS1	That the LEA informs the school of its designation of criteria for admission as soon as possible and ensures that the necessary resources are in place to safely admit children under that designation.	1/3/05
10	RS4	NMS 4 That the school ensures that all children know how to make a complaint	1/3/05
11	RS30	That the LEA provides list of all support and extra resources they have provided for the school to rectify the situation out lined in the letter of concern from NCSC/CSCI and an outline of its actions to meet the recommendations made in the LEA review report of July 2004.	1/3/05
12	RS30	That all members of staff, including the head teacher and domestic staff receive half termly supervision.	1/3/05
13	RS31	That school provides a plan to CSCI of how far towards the 80% of care staff with NVQ 3 target they could achieve, assuming that a new course provider can be secured promptly.	1/4/05
14	RS31	That the LEA urgently assists the school to secure a new NVQ course provider.	1/3/05

ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	RS29	That the LEA and LA Social Service consider the benefits of sharing training provision, including costs and interagency co-operation between staff, where the required staff training is the same for care staff in children's homes and schools.
2	RS25	That the boys' bathrooms are brought up to the standard of the girls' bathrooms.
3	RS22	That the LEA liaises with the Health authority to review the availability of Mental Health Services for children.

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	YES
• Independent Person	YES
• Chair of Governors	YES

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	NA
Parent Survey	NO
Placing authority survey	NO
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	YES
Answer-phone line for pupil/staff comments	NO

Date of Inspection	10/1/05
Time of Inspection	9.30
Duration Of Inspection (hrs.)	28
Number of Inspector Days spent on site	3

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

SCHOOL INFORMATION

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

NUMBER OF BOARDERS AT TIME OF INSPECTION:

BOYS

GIRLS

TOTAL

Number of separate Boarding Houses

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

The scale ranges from:

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

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

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

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

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

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

Standard 1 (1.1 – 1.9)

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

Key Findings and Evidence

Standard met?

2

The school has produced several documents which contain the information required. The documents include The Whole School Policy document, the School Brochure, the Residential Provision Statement of Purpose and a Staff Guidance document. The Statement of Purpose and the School Brochure have been reviewed and updated since the last inspection and the school has completed a review and update of most policy and guidance documents during 2004/5.

The School Prospectus and The Residential Statement of Purpose are given to Parents or Persons with Parental responsibility and placing Social Workers. More detailed information is available to them from the other documents on request.

The school set up its own website in 2004 so that this information is available to a wider audience. This is commended.

The school does not currently produce a Statement of Purpose specifically for children although a variety of mediums are under consideration, e.g. Comic strip format, Video. Children reported that they receive this information from their Parents and/or Staff. Please see Recommendation

It was Recommended in the last two reports that an outline of any provision for disabled children is included in the Statement of Purpose.

Please see NMS 23 in this report.

Please see Recommendation.

There remains a conflict between the Statement of Purpose and the LEA's current admissions policy, i.e. that the school is for children with moderate learning difficulties (MLD) yet in 2004 children with emotional and behavioural difficulties (EBD) were being placed at the school in large numbers.

A letter of concern regarding the urgent need to address this issue was sent to the LEA and DFES following the January 2004 inspection.

The concerns were:

- That the school, which specialises in provision for children with Moderate Learning Difficulties, was directed to take a large group of children with EBD and that this new group of children have very different needs to children already at the school.

- That only scant and sometimes inaccurate or ambiguous information regarding the needs of individual new children was available to the school prior to admission; in particular, risk assessments.
The school was unprepared for many of the serious risks posed by the behaviours of some of the new children.
- That the necessary resources were not provided by the LEA for the school to safely admit this group of children.
- That the admission of this group of children has had a serious impact on the welfare of the children already at the school and on the staff team.
The existing pupil population includes many physically fragile and vulnerable children. Staff expressed concern regarding the safety of these children as they are now exposed to risk despite the schools efforts to minimise this risk.

Following the letter of concern and the 2004 inspection report, discussions between the school and the LEA and a request from the Chair of Governors, a Review of Provision was undertaken in July 2004 by a team from the LEA, Social Services and the Planning and Buildings team.

The inspector has examined the report of this review. The LEA review report largely confirmed the concerns expressed in the 2004 NCSC (now CSCI) inspection report. For example, the LEA review report quoted the Review and Development Advisor's (RDA) 24/6/03 finding that "serious accommodation issues remain unaddressed" and stated that "the advisory service visit of 3/6/03 made recommendations on improved accommodation and staffing levels which would enable the school accommodate up to 6 students from (another school for children with EBD)". The review found that "no action was taken following these recommendations" until a visit in May 2004 by members of Planning and Buildings who reported that there were no serious accommodation shortfalls. The LEA review report (July 2004) agreed that the Building and Planning findings, according to Building Bulletin 77 (BB77) " Designing for Pupils with Special Educational Needs – Special Schools", " is in line with the existing designation of the school: a Special School for children ranging from 7-16 years with Moderate Learning Difficulties" but stated that it "does not address the demands arising from students with EBD as part of their needs profile". The LEA review found that the majority of recently admitted students have EBD as part of their profile of needs.

This is one example of the LEA review's confirmation of the concerns expressed in the letter of concern and NCSC/CSCI inspection report 2004.

The LEA review made a number of recommendations including:

" Expediting the decision as to the future designation of the school would assist the Senior Management Team in clarifying needs to be addressed in medium and long term planning."

A letter from the LEA to CSCI 17/11/04 stated that as a result of the LEA review "admissions are now being co-ordinated centrally with a renewed focus upon meaningful school consultation regarding the proposed placement of students".

The Head Teacher confirmed that there has been some positive movement on this issue, for example, the LEA's appointment of an admissions officer and the production of an LEA draft admissions policy which provides for reference to the school's Governing body and for the assessment of possible detriment to other children already at the school.

However, there remains a lack of clarity of the designation of the school. The Head Teacher reported that a review of all Special School provision is currently being undertaken by the LEA. This review is welcomed by the school, but, the current lack of clear designation, the contradictory information received by the school regarding this review and anxiety regarding the possible implications of the review have made it impossible for the school to plan for the future in any meaningful way. For example, the school's Head Teacher is in post for a limited period and the school suspects that the lack of information regarding the future of the school has added to the difficulty in the recruitment of a new Head Teacher. The school is very concerned that it will not have the time to properly plan for a transition period for existing children if the school is designated as a "generic resource". The school is aware of this possibility but has been informed that it will not be expected to cater for a mix of children with EBD and children with MLD in future. It is unclear to the school and the inspector how these contradictory aims will be reconciled.

The current lack of a clear designation for this school (that is MLD or EBD) in practice has led to a wide range of adverse affects on the school, all of which compound each other and lead to further adverse affects. This problem is central to most of the difficulties which are noted throughout this report.

Please see Recommendation.

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**

Children spend frequent and regular time with their Keyworkers to discuss and agree targets which range from independence skills to specific social skills. The agreed targets are recorded in the child's house file which the children have access to at any time. Children and their families are encouraged to be fully involved in individual care planning and reviews.

Children reported that they are consulted regarding their care. Each dormitory conducts regular, recorded residents' meetings and the children have elected House Captains. The School has a School Council and an elected representative represents boarders on this council. Staff reported that emphasis is placed on listening to children and respecting children's views. The school council provides a further opportunity for children to be heard and empowered. This is commended. Children's views are sought regarding staff appointments.

The Care staff liaise closely with families and/or significant others via regular home visits, telephone calls, home/school diaries, newsletters, school open days and parents' evenings.

Staff reported that the previous frequency of home visits has been significantly reduced this year. Other demands on care staff time have taken priority as part of the school's efforts to minimise the impact of the admission of children with EBD.

Parents are very welcome to visit the school whenever they wish to and they can attend the Annual Governors Report Meeting. Some parents are active members of the Governing Body and contribute to decision making.

The level of consultation with children and their families is commended.

The school invited parents to meet the inspector during the inspection. One parent spoke with the inspector.

The school has focussed on global diversity and achieved the International Schools Award in 2004.

Standard 3 (3.1 – 3.11)

The school and staff respect a child's wish for privacy and confidentiality so far as is consistent with good parenting and the need to protect the child.

Key Findings and Evidence**Standard met?****2**

Generally children's privacy and confidentiality is very well respected.

Boarding Children have two files. The main case files are housed in a locked records room and are only accessible to designated persons. The second file is kept securely in the child's dormitory.

Children reported that their privacy is respected although they would like to have more privacy in their personal spaces when they are changing their clothing. The original structure of the dormitories has prevented staff from finding a satisfactory solution to this problem. Although the children's personal spaces are more discrete than they were in the original layout they are still open to the dormitory. Staff reported that the school has plans to make the children's personal spaces more private.

Each child has a lockable drawer in their bedside cabinet.

Children have unlimited access to private telephone use as the school provides mobile telephones when children wish to make a call.

Bathrooms and showers are single and private, although children have to leave the dormitories to access the bathrooms.

Please see NMS 25 of this report.

Standard 4 (4.1 - 4.8)

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

Key Findings and Evidence**Standard met?****2**

Most children reported that they knew how to make a complaint. Two children reported that they did not know how to make a complaint. All children reported that they were confident that they could complain and that complaints would be taken seriously.
Please see recommendation.

Children said that they are also able to make complaints and suggestions at their dormitory meetings and at the school council.

The School's Complaints policy is available to children and their carers on request and is contained in the Whole school policies document. The procedure is clear but limited to complaints addressed up to the level of the Governing body.

The Local Education Authority's (LEA) Complaints procedure expressly precludes any LEA involvement in the investigation of complaints about the school except in an investigation of a complaint that the school has failed to adhere to its own complaints procedure.
Please see Recommendation.

CSCI received one anonymous complaint regarding the level of violence at the school. CSCI and the school were unable to explore this complaint further due to its anonymous source. The school has reminded and reassured the staff team that staff are valued, not penalised, for bringing up issues of concern.

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

0

Number of above complaints substantiated:

0

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

1

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?****4**

The score of 4 for this standard is for the high standard of child protection within the school.

This score does not reflect the current risk to children imposed on the school by the LEA directive to admit a large group of children with Emotional and Behavioural Difficulties without the necessary scale of resources for the school to safely admit this group of children. The existing pupil population included many physically fragile and vulnerable children. Staff expressed concern regarding the safety of these children as they are now exposed to the risk of physical violence despite the schools efforts to minimise this risk.

Please see Recommendation.

The school's Child Protection System has been developed by the Designated member of staff to form a comprehensive and detailed procedure which ensures that any concern expressed by any person is fully recorded and addressed. The system ensures that all evidence and all concerns, however minor, are recorded so that a body of evidence may form to trigger Child Protection procedures.

The records include a chronicle of events and contacts with anyone involved in a case and the designated person is proactive in seeking pertinent information from and giving information to other agencies. The system is only accessible to the designated member of staff and the two deputy designated staff members. It is very well organised and is designed for easy use.

This very impressive piece of work includes a colour coded histogram to record a comprehensive range of negative behaviours of individual children so that the outcomes of changes in known factors, such as medication, may be easily monitored. The histograms are also used for other monitoring, for example, as an indicator of unknown factors which require investigation. The system is highly commended.

The Designated staff member has developed close working links with other agencies such as Social and Health Services. The Designated staff member is responsible for Staff Child Protection Training. Care staff, teachers and administration and ancillary have undertaken this training. This is commended.

The designated person works closely with the member of staff responsible for monitoring and staff training in Team Teach, the de-escalation and safe handling method used at the school.

A senior teacher, the designated child protection child care officer and the member of staff responsible for monitoring Team Teach have developed a Pupil Protective Behaviours Policy. This detailed and comprehensive programme aims to equip children of both genders with the necessary level of confidence, information and skills to protect themselves from hazardous situations, such as, road safety, stranger danger and sexual safety. It includes staff and pupil training. This "Protect Me" scheme is now integral to the school's existing policies, such as Child Protection and risk assessment. Resources, such as videos, slides, posters and leaflets have been acquired or produced by this team who are sharing their work with other schools. This work is highly commended.

The school has made five Child Protection referrals to Social Services since the last inspection. Four were regarding concerns for children's welfare outside the school; one was regarding a child's behaviour in school.

The risks to others in the school led to the child being permanently excluded from the school; unfortunately, but necessarily, before any Child Protection strategy meeting. The school were not given sufficient information regarding this child prior to admission nor during this child's time at the school. The school sought information from Social Services but were told that social services will not pass information on cases that are "closed". The school was unable to prepare suitable strategies for this child which contributed to the cost to the child of exclusion and the cost of a feeling of failure for a staff team who "don't know if (they) have done (their) best for a child if (they) do not have the information about that child".

The school also makes direct referrals to the Learning Disability Nurses or the Learning Disability Psychology Team and there are several examples where this prompt action by the school and the prompt response by the Learning Disability Team (LDT) have led to positive outcomes for children.

The school reported that their relationship with the LDT has developed considerably in the last year and that the support given by the LDT is highly valued by the school.

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

5

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, which is contained in the Whole School Policy document has been extensively reviewed in 2004 and now forms an integral part of the school's "Attendance, Inclusion, Behaviour and Anti-Bullying Policy" (A.I.B.AB). It recognises that bullying is difficult to eliminate and sets out a variety of means to minimise bullying at the school. The document details procedures for assessing and addressing bullying and the prevention and detection of bullying and is used in conjunction with the PHSE Policy, Equal Opportunity statement and the Right to be Heard statement.

The very detailed and comprehensive A.I.B.AB document takes into account the victim's wishes regarding support and details the Anti Bullying - Rewards and Discipline policy which provides for anti bullying contracts.

The careful work undertaken to produce this policy is commended.

Bullying is a regular topic in assembly and tutor time, is one of the six half-termly themes focused on throughout the school and is part of the theme of "Get Smart Day". Notices about bullying are displayed prominently throughout the school.

Some children said that they did not always follow the school's advice as they thought that they may get bullied again for speaking out and some said they would deal with bullying themselves; sometimes with the support of peers.

Staff are vigilant and children are well supervised. Children who are suspected of bullying or of being a victim of bullying are closely monitored.

Throughout the Inspection the Inspector observed many instances of kindness between children and was moved by the care and support some children gave to others. This is commended.

At the 2004 inspection - 7 children completed the pupil's questionnaire. 6 children reported that they were not bullied at all or hardly ever and one reported that they are sometimes bullied in school but not during boarding time.

At this 2005 inspection - 8 children completed the pupil's questionnaire. 3 children reported that they were not bullied at all, 3 children reported that they are sometimes bullied and 2 children said that they were being bullied most of the time.

Children asked about bullying during the 2004 inspection were very worried about the effect that the behaviour of the new group was having on the school. They were concerned for themselves and the staff. Children's comments included,

"All these new kids with behavioural problems. I don't think they (the staff) can cope. Since they've come to this school it's absolutely changed. When they put their foot in the door it changed. They need more staff. We haven't got the space."

Some children were also very worried that they may respond negatively to the behaviour of some of the new children.

Children's comments included,

" They get me uptight but I can't control it"

"If they keep picking on me every day I will crack"

Children who had learned to care for others were struggling with the provocation to act

otherwise.

At the 2005 inspection the school reported that many of the children with MLD have copied some of the undesirable behaviours of the children with EBD and that the school has had to move its behavioural policy in the direction of imposed discipline rather than its previous emphasis on the promotion of self discipline based on the value of care for self and others. While it is clear that many children retain this value, it is very disappointing that the school has had to move in the direction of imposing sanctions.

There is an increase in bullying reported by children during this inspection. The 2004 inspection noted that the percentage of pupils reporting never or hardly ever being bullied was 86%. This years figure is 37.5%

Please see Recommendations

Percentage of pupils reporting never or hardly ever being bullied	37.5 %
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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
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The school has introduced a Notifiable Events policy during 2004 which gives clear procedures for notification and is used in conjunction with the Contingency plan for Crisis Management.

The school reported two serious incident requiring police to be called.

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

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

0
0
0
2

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
The school's Written policy regarding Absence without authority is contained in the Whole School Policy document. The 2 recorded incidents refer to the same child and were dealt with appropriately.		
Number of recorded incidents of a child running away from the school over the past 12 months:		2

CARE AND CONTROL

The intended outcomes for the following set of standards are:

- Children have sound relationships with staff based on honesty and mutual respect.
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff response to inappropriate behaviour.

Standard 9 (9.1 - 9.8)

Relationships between staff and children are based on mutual respect and understanding and clear professional and personal boundaries which are effective for both the individuals and the group.

Key Findings and Evidence	Standard met?	4
<p>An outstanding quality of this school is the care and respect that all staff give to the children. This is evidenced in all aspects of the school from the language used in policy documents and records, from the way staff talked about the children in discussions with the Inspector and the care taken completing the Inspectors Questionnaires, to the professional manner by which staff undertake tasks e.g. the Child Protection system, the Team Teach system and examples of individual work with children.</p> <p>All interactions between staff and children observed by the Inspector were respectful and caring.</p> <p>Children reported that staff are kind and helpful. For example "Boarding is really good, fun, exciting, incredible. Got all your friends here, all my good teachers."</p> <p>Comments from a parent included "Here you know they are going to be looked after".</p>		

Standard 10 (10.1 - 10.26)

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

Key Findings and Evidence**Standard met?****4**

The score of 4 is in recognition of the supreme effort made by the school to devise and implement strategies to cope with the impact that the admission of a large group of children with EBD has had on the school.

As stated in NMS 6 the school's Behaviour policy forms part of the new "Attendance, Inclusion, Behaviour and Anti-Bullying Policy" (A.I.B.AB). The behaviour policy is detailed and comprehensive. Although the school still emphasises recognition and reward of children's achievements as the preferred method, the school has had to shift its behavioural policy in the direction of imposed discipline.

There has been a significant change in the deployment of the care staff team, which has led to invaluable outcomes for children who may otherwise have been excluded. The team has been increased to 12 staff comprising of the Head of Care, 2 deputy Heads of Care, and 9 Child Care Officers. One person from this team is a full time teaching assistant who works as a child care officer 2 evenings a week and 1 teacher provides additional support for 1 evening a week. 2 care staff work with the youngest boarders, 1 care officer with the older boys and 1 care officer with the girls. The rest of the team has been subdivided into 2 teams, each comprising of a deputy head of care and 2 child care officers. These teams alternate to provide support to children in school time and boarding time.

This redeployment is proving to be a very positive strategy and this success is mainly due to the determination and enthusiasm of the care staff team.

The care staff support children in school hours in a variety of ways according to the individual need at the time. For example, sometimes children are supported so that they may remain in class, sometimes children are supported for short periods outside class and some children attend the new Pupil Support Unit. This enables other children and teaching staff to concentrate on lessons and provides individual children with the support they need to access lessons.

The new Pupil Support Unit is staffed by the care staff team and its aim is to "provide programmes that will enable pupils experiencing difficulties to access a modified curriculum, eventually reintegrating into the normal school day." Teaching staff set the work to be completed by children who are supported on a one to one basis in the unit by the care staff. The school reported that the first two children to use this unit have made considerable progress towards inclusion in normal lessons. The school intends to develop this service further. This initial success is commended.

The care staff team reported that the additional benefits of this new strategy include the development of far better communications and relationships with the teaching team.

Boarding children work with their keyworkers to set targets which sometimes include learning new, more acceptable behaviours. Progress towards achieving these targets is recognised and rewarded. There are a number of ways by which achievement is recognised e.g. merit stickers, recognition from a senior member of staff, public acclamation in assembly, award of pluses and credits in lessons, house points, pupil of the week, pupil of the term, class of the week and term, and sharing achievement with parents and other children. Examples of children's work and achievements are displayed to a high standard throughout the school.

The focus on the recognition of achievement is commended.

Records indicate that sanctions are appropriate e.g. loss of activity, the completion of unfinished work, detention, and early bedtime. However, since the 2003 inspection and the admission of the new group of children, there is a large increase in exclusion from the school. The LEA review report of July 2004 notes that "Permanent exclusions for 03/04 are the same as for 02/03 (one student each year), however fixed term exclusions have risen from 22 days last year (involving 7 students) to 113 days this year to 21/7/04 (involving 16 students)."

Children reported that the school has become more strict and that this worrying for them. Comments include "Staff are harder on us now. They have changed exclusions. Loads of people excluded from school, not getting help, staying at home doing nothing". However, The school is currently successful in its attempt to reduce exclusion by the means already stated and other measures, such as the use of "exception finding" approach to improve behaviour management and staff morale.

A member of the care staff team is responsible for setting up and monitoring the Team Teach system used at the school. The role includes daily monitoring of any sanctions or physical handling employed by any member of school staff, informing the appropriate people for example, Senior staff, parents, or the designated Child Protection officer, keeping records and staff training. The very well organised system ensures that staff receive regular training and frequent updating and any patterns in children's behaviour and responses to behaviour are readily identified. The thoroughness of the work undertaken in this area is commended. The school has four staff members who are qualified Team Teach Intermediate Tutors. They attend refresher courses annually for re-accreditation.

At the 2003 inspection the school was rightly proud of the minimum use of sanctions and physical intervention within the school. Indeed, physical intervention was so rare that one of the Team Teach tutors at the school regularly undertook spot checks on staff skills so that staff did not forget their training.

The restraint record log reflects the impact of the new group of children on the school. From very rare incidents of restraint at the 2003 inspection the log recorded 33 pages of 5/6 records of restraints per page between 11/3/03 to the 2004 inspection in January 2004. There are a further 78 pages of 6/8 records of restraints in the log from January 2004 to January 2005.

However, the new strategies, developed within the school during 2004, have included a deliberate reduction in the use of positive handling. The restraint log records all physical intervention, including friendly guiding. The member of staff responsible for the monitoring and analysis of restraint and sanctions records intends to develop the record system so that it differentiates between serious restraints and other interventions, such as friendly guiding. The member of staff intends to analyse the existing record to form a base line of incidents of serious restraints so that the reduction in the use of serious restraint may be more accurately measured.

The LEA review report noted that by July 2004 " The incidence of use of restraint procedures is currently at a reasonably low level. The school's monitoring indicates a period of high occurrence from November 2003 gradually reducing and stabilising from April 2004."

The school's analysis of restraint of individual children evidences the success of the school's new strategies; not least the pupil support unit. The incidence of restraint for the first two children to use this unit has reduced from 33 to 6 incidents in the period from September

2003 to January 2005 for one child and from 16 to 1 incident in the same period for the second child.

At the 2004 inspection all staff were finding the dramatic increase in the need for restraint a very stressful experience. Most staff had never been involved in restraint prior to the admission of these children.

Many of the existing children were and remain physically extremely fragile and vulnerable, staff were stretched and stressed and previously unaccustomed to working with this number of children with this category of need, and other children felt that they, the staff and the school were threatened.

At this 2005 inspection, staff and children reported that the school, in spite of all the difficulties resulting from this situation, has been able to halt the decline and return on a positive course. Comments from staff include, “ everything is now much more positive” and, from a new staff member, “ what has kept those children here is a credit to staff determination to care for children and the dedication of all members from the cleaners to the management.”

The 2004 inspection noted that the necessary resources were not provided by the LEA for the school to safely admit this group of children. The LEA promised that the school would be provided with additional accommodation. This had not happened. The school had to rearrange its use of accommodation and the staff no longer had a staff room. No additional resources, for example, accommodation, staffing, training, support, were made available to the school.

Please see NMS1 regarding accommodation.

The LEA review report of July 2004 recommended that “The education department should address, as a matter of urgency, the demands on the school’s accommodation created by providing for students with EBD as part of their needs profile.” The only accommodation resource provided by the LEA since this recommendation is one mobile classroom which school staff have renovated in their own time so that it is fit for use by children. An existing ‘condemned’ mobile classroom has been renovated by staff in their own time.

Please see Recommendations

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**

Children who become boarders at the school have usually previously been day pupils so staff are equipped with a good knowledge of the child's strengths and needs prior to admission.

As mentioned earlier in this report, care staff work very closely with parents and children and the admission and leaving processes are no exception. Home visits are an integral aspect of this work particularly when children are being reintegrated into their homes and communities. However, as stated in NMS 2, home visits have decreased this year due to the other demands on staff time.

Throughout their attendance at the school children are encouraged to gain independent living skills. Care staff devise individual independence skills programmes for older children to work on after school e.g. cooking, shopping, budgeting and road safety. Children reported that they enjoyed and appreciated these activities. The care staff have considerably developed the detail of the independence programme since the last inspection and are currently conducting a trial of the new programme. This is commended.

The school is working closely with other agencies regarding the preparation of children for leaving school and support for children once they have left school. A Connexions Forum has been set up. Members include Fred Nicholson teaching and child care staff and representatives from Connexions, Norfolk Youth and Community Service, Health Service and an Educational Psychologist. This is a further example of the thorough and professional approach of the school and is commended.

Children who are being re-introduced into main-stream schooling are given full support by the school.

The school and parents identified a need for supported post 16 year education provision for children who are not ready to attend further education colleges. The school is well placed to undertake this as it has empty accommodation on site.

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

Please see NMS 10

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**

Staff and children reported a wide variety of activities offered by the school. The list includes the very popular school gym, bowling, badminton, rounders, basketball, football, cricket, tennis, golf, photography, sketching, pool, snooker, swimming, indoor games, keep fit, T.V. computer games, darts, cycling, country walks, athletics, cross country competitions, fishing, horse riding, workshop, moped workshop, cooking, using trains, shopping, arts and crafts, discos, dances, visits to the beach, cinema, theatre, libraries and to local attractions such as Water World , Holkam Hall , High Lodge and Gressenhall Rural Life Museum. An activities programme is produced in consultation with children who can choose from several activities each evening. Some activities, such as football, include attending professional football matches and participating in football matches in the community. A group of children went bowling one evening during this inspection. The school also holds special themed events such as Halloween and Victorian days when children have "Victorian packed lunches". The school trips to Derbyshire and France have proved to be very popular and successful.

The "Arts Mark Award" scheme has helped to offer more opportunity for children, particularly boarding children, to participate in arts activities. This year the school has achieved the Gold Arts Mark. Other opportunities include the "Arts Partners" scheme under which visiting professional artists, dancers, musicians and dramatists conduct workshops at the school. Staff reported that they had seen outstanding achievements made by children under this scheme. The school has produced a "Gifted and Talented" policy.

The school has introduced a new comprehensive and detailed risk assessment system for activities within and outside the school. The system includes transport with extensive safety checks prior to a trip, however short, and each venue is thoroughly risk assessed and continuously updated in the light of new information. The system ensures that there is a safe balance of staff and children's vulnerabilities and that staff have all the necessary information and equipment prior to the activity, for example, information regarding individual children's needs, from medical equipment to known best de-escalation techniques. Visits to the seaside include tide timetables. This is an impressive system which enables even the most vulnerable children to enjoy a full life and it is commended.

Children also have opportunities for work experience, visits to Colleges and other work related visits and are encouraged and assisted to join clubs, particularly when they are being reintegrated into their home communities.

Children have access to age and ability related books, toys, games and videos.

The variety of activities is commended. Staff have taken extraordinary care to enable some children with very special needs to take part in these activities. The Inspector was very moved and impressed by this care and highly commends the staff team for their efforts to ensure that all children, whatever their difficulties, can lead fulfilling lives.

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?****4**

The school's detailed and comprehensive health care policy documents include the procedures for administration and handling of prescribed medication and homely remedies and information from the Dfes regarding special health care needs e.g. asthma and epilepsy. The school's Personal, Social and Health Education programme, which is frequently addressed in all lessons and by care staff as well as in separate dedicated lessons and on Get Smart days, covers all matters listed in Standard 14.

Children with very special health care needs are enabled to be fully involved in school life through the dedicated efforts of the whole staff team. Designated members of staff are trained to meet specialised health care needs and are supported and guided by health care specialists who are in regular contact with the school. If possible children are encouraged to gain independent self care skills even when this care is specialised.

The school seeks specialist health care advice and training whenever necessary and maintains close working links with the community nurse, a named G.P. and a named Consultant Community Paediatrician. The school reported an excellent relationship with the Learning Disability Team.

The work undertaken to promote the health care of each child, particularly for those children with very special health care needs, is commended.

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**

In 2004 children reported that the food provided is “definitely enough”, “beautifully prepared”, “ten out of ten”, and that the catering staff do a “magnificent job”, “make a real effort for the kids in school” and that they should “get a pay rise”. The children’s assessment of the meals provided remains at the same high level in 2005. Food sampled by the Inspector on both inspections endorsed this assessment.

As with all staff groups who discussed their roles with the Inspector, the catering team demonstrated a dedication to the care of the children by the way in which they referred to children, their commitment to quality and to the development of their skills. Staff skills are recognised and encouraged, for example, bread making.

The Catering Manager is responsible for the catering team, the laundry, the maintenance of high food hygiene standard, the planning of the seasonal three week menu cycle in accordance with The Education (Nutritional Standards for School Lunches) Regulations 2000 and children’s choices, records of food served and the catering budget, and Health and Safety of the school premises in conjunction with one of the teachers.

The catering department has been awarded the Good Food Hygiene Award by Breckland District Environmental Health Department. The last visit to the school was February 2003.

The menu provides choice for children. A second hot meal option and a vegetarian option, salad, fruit, yoghurt, ice cream, home baked bread rolls, tea and coffee are always provided. The school provides special meals when required.

The Catering Manager consults the children about menus and children’s requests to sometimes have breakfast in their dormitories have been met. The school council forwards children’s requests and ideas to the catering team. Examples of the whole school’s dedication to continuous improvement are the recent survey of boarders’ meal preferences, the introduction of a toast and milk club for all children before they start lessons in the mornings, and the research undertaken to achieve a reduction of salt, sugar and other additives.

Older children who are undertaking independence training obtain ingredients for some of the meals they prepare for themselves from the Catering Manager. The Catering Manager purchases all fresh meat and fresh vegetables from local suppliers.

Children said that they enjoy food shopping and cooking as part of independent living training and that they can make snacks and hot drinks in their boarding accommodation.

The provision of interesting, varied, nutritious and appetising food is commended.

The catering team has upgraded the dining room so that it is more homely for the children by seeking the funds for redecoration, curtains, lighting and tablecloths and so on. Their next project is to seek the funds for new dining tables. This dedication to the happiness of

children is commended.

Standard 16 (16.1 - 16.7)

Children are provided for adequately on an individual basis and encouraged to exercise their own preferences in the choice of clothing and personal requisites. Children who require assistance to choose what they wear and/or how they spend their money are provided with the assistance they need, in a way which maximises their choice.

Key Findings and Evidence

Standard met?

3

Children are encouraged to gain independence skills in all aspects of their lives including choice and money management. Older children are given the opportunity to learn to manage their own bank accounts. Individual Independence plans are devised which include learning to make budget estimates with small amounts of money in order to shop for and prepare simple meals. This is Commended. Records are kept of money held for safe keeping and children sign the accounts.

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?

3

The School devised a detailed and comprehensive new placement plan format prior to the 2004 inspection and have completed the plans for most boarding children. The plan includes all information required in Standard 17 and there is a section for the child to sign that the plan has been discussed, understood and agreed by him/her.

Staff reported continuing difficulties arising from inadequate information prior to the admission of new children. There is some confusion regarding the purpose of these plans among the care staff team and the Head of Care is currently addressing this. The Head of Care has had to focus on addressing the difficulties with children during the school day and this has been at a cost to duties regarding boarding. As the school moves further in a positive direction, the Head of Care will be able to refocus on his boarding role.

The boarding case files, which are kept in the boarding accommodation, contain written target plans. Some children reported that these were placement plans and that these had been fully discussed and agreed by themselves and their keyworkers.

Teaching staff have access to these plans which are held on the school's computer and child care staff have access to teacher's reports and records on the same system.

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 main case files are kept in a locked records room and are well organised so that information is readily accessible. As previously stated in this report a second case file is kept in the boarding accommodation for each boarding child.

The main files contain colour coded Detailed Record Sheets which enable staff to readily identify different types of events e.g. Achievement, Physical intervention, Child Protection. The reports selected by the Inspector for examination were sensitive, positive, and insightful and reflected the professional and careful approach taken by staff in all aspects of their work. This is commended.

Standard 19 (19.1 - 19.3)

The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

Key Findings and Evidence**Standard met?****3**

The Admission and Discharge Register and the Staff Register are kept on Computer records.

The Staff Personnel files contain the required information. The files contain evidence that all required checks, including Criminal Records Bureau (CRB) checks, have been undertaken. The School has reviewed its recruitment procedure in the light of the National Minimum Standards and all existing staff have been required to produce evidence of identity and qualifications. This is commended. The School has obtained the new CRB checks on all staff.

The school has introduced a checklist which is placed in each staff file. The checklist identifies all elements of NMS 19.2 regarding staff recruitment and all those staff files checked by the inspector contained all the required elements.

Standard 20 (20.1 - 20.6)

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

Key Findings and Evidence**Standard met?****3**

The Care Staff team have developed very good skills and methods for working closely with the families of boarding children and it is the aim of the school to utilise this expertise for the benefit of all children at the school. The current work, particularly in the areas of reintegration into home communities and into mainstream schooling, is of high value and importance. A considerable amount of the work is accomplished because there is such a high degree of goodwill among the staff team i.e. work is undertaken in staff's own time.

The school has several methods of contacting, informing and consulting families e.g. via telephone, letters, school/home diaries, newsletters, parents evenings, open days, careers evenings, sports days, Governor's Report, home visits and Reviews.

Staff actively promote contact between children and their families and there is evidence that staff have undertaken work with individual children to enable them to communicate with the person of their choice. This is commended.

Standard 21 (21.1 - 21.2)

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

Key Findings and Evidence**Standard met?****3**

As with all areas of work in the school, staff liaise closely with other professionals and agencies.

The Connexions Forum described in NMS 11 of this report has been set up to move forward the Connexions service within the school to enable the needs of pupils to be met.

Throughout daily life at the school children are given opportunities to develop self care and independence skills. Older children are able to live in a self contained flat which has a domestic style kitchen and bathroom. Individual plans are produced to give the children the opportunity to develop specific life skills e.g. cooking, budgeting, shopping, and road safety in addition to the development of social skills and work experience.

As there is only one self contained flat it is only available to either boys or girls in any given year. This year the flat is occupied by boys. However, the girls are already keenly planning their move into the flat next year.

Please see Recommendation regarding accommodation.

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**

As previously stated in this report the school is commended for supporting children with very complex and special needs. A considerable amount of detailed work is undertaken by staff to enable these children to experience fulfilling lives and to maximise their independence.

The 2004 inspection report noted that there is evidence that the staff and the children support children following any traumatic event. The sensitive and perceptive support and care given by staff and children was observed during that inspection.

The school experiences difficulties in securing assessments and support for children who may indicate mental health problems. The school informed the inspector that there is currently an eighteen month waiting list for mental health assessments for children. This is of concern. Currently there is no professional psychiatric guidance for school staff to respond appropriately to children who may display a possible mental health problem. Please see advisory recommendation.

The community nurse is currently acting as the school's Independent visitor as she is a regular visitor to the school and is known by the children.

PREMISES

The intended outcomes for the following set of standards are:

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

Standard 23 (23.1 - 23.9)

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

Key Findings and Evidence**Standard met?****1**

The boarding accommodation is not designed for use by children who use wheelchairs as many areas are not accessible by wheelchair.

The school Catering Manager is currently undertaking an audit of the premises in regard to access for children with disabilities.

It was Recommended at the 2003 and 2004 inspections that the school arrange a full assessment of all boarding accommodation by an Occupational Therapist so that adaptations could be made for children with disabilities, such as hearing or sight impairments, and medical conditions, such as epilepsy. This is particularly relevant to children who cannot hear fire alarms or where a balance may need to be achieved between safety and privacy for children with epilepsy when bathing. The school currently produces its own written risk assessments in such cases.

The school reported at the 2004 inspection that they held a meeting with the Head of Access and Pupil Support services but that they have been unable to obtain an assessment by an occupational therapist.

The school is unable to make the adaptations required to satisfactorily safeguard the welfare of children with these disabilities without the guidance and expertise of an occupational therapist. This year there are no children boarding at the school with these disabilities. The school should not admit any child who has a disability that would place him/her at risk if the necessary adaptations have not been made.

Please see Recommendation.

As previously stated the LEA review made a number of, as yet unmet, recommendations including :

"The education department should address, as a matter of urgency, the demands on the school's accommodation created by providing for students with EBD as part of their needs profile". This mainly refers to teaching accommodation but has a significant impact on the welfare of boarding children during their school day.

The school has reduced its boarding capacity so that dormitory groups are smaller, fewer staff are deployed at night and more care staff are available to offer a greatly enhanced and successful service to children in school time.

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?****1**

The original structure of this accommodation is essentially institutional and outdated and this limits the possibility of providing more private and more homely accommodation for children. The situation of bathrooms outside the dormitories, the lack of privacy within dormitories and the institutional style WCs in the dormitories remain unsatisfactory.

The children were particularly concerned about the lack of privacy within dormitories.

The stairwells are uncarpeted as they are fire exit routes and therefore appear unwelcoming and unhomely.

Despite the Institutional structure of the accommodation buildings, the school has refurbished the dormitories to provide attractive, homely and warm living areas for children. The choice of decoration is bright and cheerful and the dormitories have good quality fitted carpet, curtains and furniture. The stairwells have been redecorated and the school plans to create more privacy in dormitories with partitioning.

There are four dormitories (one for girls and three for boys) and a self contained flat currently occupied by year eleven boys. Each dormitory is currently partitioned to provide up to five sleeping areas and one to two communal areas. There is a sitting room and kitchen available to boys and girls, which is adjacent to the girls' dormitory.

Currently the girls' dormitory is occupied by up to four girls depending on the particular night of the week. There are three boys in one dormitory. The second boys' dormitory is currently occupied by up to three boys. The third is occupied by up to four boys.

It is advised by the Inspector that the monitoring of bullying is particularly important when there are an odd numbers of children sharing a dormitory. At the 2004 inspection the school and the inspector discussed reducing the number of beds to a maximum of four in each dormitory to meet NMS 24.5. and the school has achieved this with the exception of one dormitory on one night. This is commended.

The flat for older children offers single bedrooms and is self- contained. Staff have endeavoured to make this area homely. It is well decorated and furnished.

At the 2004 inspection there were no safety devices fitted to limit the opening of windows in the accommodation which is all on the first floor. While this was not an issue at the 2003 inspection, it became an unacceptable risk, identified at the 2004 inspection, as some of the new children had threatened to jump from these windows. Further information regarding window restriction was sent to the school by CSCI following the 2004 inspection. The school has not received any support from the LEA regarding this matter but has recently found a relatively inexpensive solution which has been agreed by the Fire Officer and this will be fitted in the next few weeks.

The School has gone as far as it can to minimise the institutional nature of the boarding accommodation and, as previously stated, the school is commended for this achievement. A major rebuilding programme would be necessary to bring the provision of accommodation to the required standards.

The impressive quality of the work with children who have very complex needs certainly merits financial investment.

It was Recommended at the 2003 inspection that the School sought funding for up to date, non-institutional, domestic style accommodation which offers children adequate privacy and

met all the standards of NMS 24.

At the 2004 inspection the school reported that a person from Norfolk LEA visited the school in response to this recommendation. Work to bring the boarding accommodation up to the standards was discussed during this visit but the school has not heard any more from the LEA on the matter.

The LEA promised extra funding to provide accommodation within the school and within the boarding facility when it directed the school to admit the new group of children. As previously stated the LEA has only provided an old mobile classroom.

Please see Recommendations

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?	
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There are sufficient numbers of baths, showers, and WC's. The girls' bathroom has been refurbished and is homely and warm. The boys' bathrooms are less well maintained and appointed. One boy discovered this difference during the inspection and declared that it was not fair that "Girls get more glamorous bathrooms than boys". The inspector agrees.

Please see advisory recommendation.

As already stated the situation of the bathrooms outside the dormitories and the situation and institutional appearance of the WCs remain unsatisfactory.

Please see recommendation NMS 24

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?	
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The school has a Premises Committee which is responsible for identifying, prioritising and arranging finance for the rectification of any damage, potential hazards and maintenance needs. The Site Manager and his team are responsible for daily assessment of maintenance needs, all maintenance tasks except major works, liaising with contractors and ensuring that the school vehicles are safe. As with all staff there is no shortage of goodwill. The Site Manager voluntarily transports children on outings and for the after school club so that children may take part. The Site Manager was awarded the Caretaker of the Year 2002 Norfolk.

The team's dedication to the safety and care of children is commended.

The school has a thorough risk assessment system. A number of changes have been made to the premises as a result of risk assessments. This is commended.

STAFFING

The intended outcomes for the following set of standards are:

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

Standard 27 (27.1 - 27.9)

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

Key Findings and Evidence

Standard met?

3

The School reviewed its recruitment procedure in the light of the National Minimum Standards and all existing staff and new staff have been required to produce evidence of identity and qualifications. This is commended. The School has obtained the new Criminal Records Bureau checks on all staff.

The school has introduced new guidelines for the conduct of contractors.

At the 2004 inspection the care staff team comprised of the Head of Care, Deputy Head of Care and seven Child Care Officers. It now comprises of Head of Care, Two Deputy Head's of Care and nine Child Care Officers.

Please see NMS 10 and NMS 19

The fact that no one from this team has left the school is a testament to the dedication and determination of each of its members and is even more impressive in the light of the numbers of teachers and teaching assistants who have left the school in the last year.

In January 2004 The Head teacher retired on medical grounds followed by four teachers up to December 2004. A further teacher is leaving the school in April 2005. Six teaching assistants left between March and July 2004 and a seventh teaching assistant has just returned, initially part time after a long period of sick leave. This has impacted on all children including boarding children.

The Head teacher is missed by the children who are very proud of him. Comments from children included "I'm sad that Mr. Clayton left. He would talk about me and stuff. He was Father Christmas and he's got a new job and he saw the Queen and that. He saw the real Queen". One child showed the inspector Mr. Clayton's OBE and proudly declared "He actually went to see the actual Queen to get it".

Total number of care staff:

12

Number of care staff who left in last 12 months:

0

Standard 28 (28.1 - 28.13)

The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

Key Findings and Evidence**Standard met?**

3

The care staff team and teaching staff ensure that the school is adequately staffed at all times.

The LEA review report noted that several staff felt recent levels of support had been less effective. For example, support for staff was not immediately available.

The care staff team have provided an impressive support system for teachers since this review.

Standard 29 (29.1 - 29.6)

Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.

Key Findings and Evidence**Standard met?****3**

Staff reported that the school is committed to the provision of training and development opportunities for staff.

The two new members of the care team have completed a comprehensive Induction programme.

Specific training subjects, such as Child Protection and De-escalation and Restraint techniques are the responsibility of trained members of staff. The designated member of staff for Child Protection is responsible for training and updating the whole staff team. The Deputy Head teacher, The Head of Care, a teacher and a Child Care Officer are responsible for training and updating the whole staff team in Team Teach, the de-escalation and restraint method used at the school.

Training undertaken by various staff includes Autism, Citizenship, Better Management of challenging behaviour, Receptive and expressive language difficulties, Introduction to counselling, First aid, ICT, Food Hygiene, Fire safety, Administration of Oxygen and Sexuality and personal relationships. In addition, the member of staff designated for Child Protection has attended an ACPC “preparing for new legislation” event, a Child Protection conference, a S.A.Y project (Sexual Behaviour and Young People) and an Education for Children and Young People in Public Care course.

As stated in the last two inspection reports, the care staff are employed by the County Council Education Authority so they are not informed of relevant training which is provided by the County Council Social Services for care staff employed at the Council’s Children’s Homes. As most of the training programmes listed in Appendix 2 of the National Minimum Standards for Residential Special Schools are the same as those listed in the NMS for Children’s Homes Appendix 2 the benefits of interdepartmental training provision and “Working Together” are obvious.

The school reported that it has been unable to gain access to courses provided by Social Services but has not pursued this due to other demands on their time this year. A deputy head of care has completed DipSW in December.

Please see advisory recommendation.

The Ancillary Staff team discussed Child Protection Issues with the Inspector and, like all staff groups at the school, they demonstrated commitment to the care of the children. Ancillary staff have received child protection training.

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?****4**

At previous inspections NMS30 has merited a score of 4 in recognition the school's total commitment to whole school teamwork, the Head teacher's full support of all staff, and the support that staff give to each other.

The School was recognised as an Investor in People in October 2002. The Investors in People Report quoted from the School's Vision Statement, "We will provide a caring, nurturing environment that recognises and caters for the needs of the pupils, staff, parents, governors and anyone concerned with the progress of our school".

There is ample evidence that this happens in practice. The school is commended for its care of all its members.

The school was recognised as a school of excellence in 2001 when it was awarded **Beacon Status**. The last report from Ofsted in 2000 stated that "in 1994 the school was found to be in need of special measures" and that the Head teacher's "exceptionally strong and effective leadership had "led directly to the excellent progress made".

The Head teacher at the time, Mr M J Clayton, who received the O.B.E in 2004 in recognition of his achievements, left the school in January 2004 due to work related stress.

The Deputy Head teacher, Mrs. Mollond , took up the post of Head teacher for fixed period to enable the school to negotiate the difficulties arising from the admission of children with EBD and the resulting loss of Mr. Clayton. This task is a very heavy burden.

The school has made several attempts to recruit a new permanent Head teacher but has so far been unable to attract a suitable candidate. The high costs of recruitment, in staff time and to the school finances, have reduced the resources available for other purposes.

The score of 4 for NMS 30 at this inspection is in recognition of the whole school team's supreme effort to overcome the difficulties. The school has managed to retain its strong value base of care for self and others and its dedication to the welfare of children. It has not only devised and implemented imaginative strategies to address the situation; it has impressively managed to develop the service in a number of areas. This would not have been possible without the strong support within the whole staff team.

As stated throughout this report there have been many and diverse costs arising from the situation. The 2004 inspection noted that the school operated a formal supervision system for care staff, which led to formal annual appraisals. This 2005 inspection found that supervision frequency has declined as senior staff have had other, more urgent, demands on their time. The school recognises that supervision is even more important in difficult times and the Head of Care is currently addressing this.

Please see Recommendations

The school does not appear to have received any significant support, including financial, from the LEA to assist them to overcome the situation. As previously stated, the LEA eventually conducted a review but has not provided an "effective response" to that review's own recommendations, including " The education department should review its communications procedures, particularly with regard to the use of, and effective response to RDA notes of visit, and reports by other officers."

Please see recommendation

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- **Children receive the care and services they need from competent staff.**
- **Children enjoy the stability of efficiently run schools.**
- **The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.**

Standard 31 (31.1 - 31.17) The school is organised, managed and staffed in a manner that delivers the best possible childcare.		
Key Findings and Evidence	Standard met?	2
<p>The Head of Care has experience of senior work with children since 1986 and has been in his current role since 1999. He holds the Diploma in Social Work, Certificate in Health and Social care (OU), Certificate HE (Care and Education in the Community) and DipHE Social Work (OU). He has undertaken ACPC Foundation Training Child Protection and LEA /ACPC Designated Teacher Training and is a Team Teach Intermediate tutor.</p> <p>The Deputy Head of Care has held a senior child care post at the school since 1993 and has recently completed the Diploma in Social Work. He has also undertaken LEA/ACPC Designated Teacher Training.</p> <p>Two Child care officers have NVQ level 3 in Child Care. In addition to NVQ level 3 and NNEB, one child care officer has also undertaken ACPC Foundation Training Child Protection, LEA/ACPC Designated Teacher Training, ACPC "Preparing for New Legislation", ACPC Domestic Violence Training, and training in Autistic Spectrum Disorder and Care of the Dying and Bereaved. Another child care officer, in addition to NVQ level 3 is a Team Teach Intermediate Tutor, and has completed training in Protective Behaviours, Autistic Spectrum Disorders and Care of the Dying and Bereaved. Most care staff have undertaken Emergency First Aid, Basic food Hygiene and Fire Safety training. The new staff will undertake these courses in the near future. One child care officer has a Diploma in Sports Science, another holds a Certificate in Health and Social Care (OU) and another has BTEC Childhood Studies.</p> <p>At the 2004 inspection most of the child care officers had begun working towards NVQ level 3 in Child Care. The school had planned that all care staff would become qualified to at least NVQ level 3 by 2005. Since then, the course provider, another LEA special school, has ceased to provide NVQ courses and this, together with the other more urgent demands on staff time, has left the school unable to achieve this target. The school has agreed to provide a plan to CSCI of how far towards the 80% target they could achieve, assuming that a new course provider can be secured promptly.</p> <p>Please see recommendation.</p> <p>From the outset, the school has not received any extra funding from the LEA to meet any of the National Minimum Standards, including NMS 31.</p> <p>Please see recommendation</p> <p>As previously stated in NMS 29 there are clear benefits of interdepartmental training provision.</p> <p>Please see advisory recommendation</p>		
Percentage of care staff with relevant NVQ or equivalent child care qualification:		33 %

Standard 32 (32.1 - 32.5)

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

Key Findings and Evidence**Standard met?**

3

The School produces a termly report and an annual report for the Governors.
The Head of Care sits on the Governing Body in an advisory capacity so that the governors of the school are kept abreast of developments.
Monitoring of matters such as behaviour, restraint and child protection is conducted on a continuous basis and reported to the Head Teacher weekly. The Head of Care reports daily to the Head Teacher.

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 still not arranged for a representative of the Authority, who does not work at the school, to visit the school once every half-term and complete a written report on the conduct of the school.

CSCI wrote directly to Norfolk County Council Education Department regarding this outstanding recommendation in October 2004. The Education department has advised that draft procedures are now in place to ensure compliance with this standard but these will not be operational until the summer term 2004/2005. CSCI view the significant delay in complying with this standard as unacceptable.

Please see recommendation

PART C

LAY ASSESSOR'S SUMMARY

(where 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 10th, 11th & 12th January 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

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

Amendments to the report were necessary

NO

Comments were received from the provider

NO

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 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

NO

Action plan covers all the statutory requirements in a timely fashion

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

Provider has declined to provide an action plan

Other:

D.3 HEAD'S AGREEMENT

Head's statement of agreement/comments: Please complete the relevant section that applies.

D.3.1 I _____ of _____
confirm that the contents of this report are a fair and accurate representation
of the facts relating to the inspection conducted on the above date(s) and that
I agree with the recommended actions made and will seek to comply with
these.

Print Name _____

Signature

Designation

Date _____

Or

D.3.2 I _____ of _____
am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:

--

Print Name _____

Signature

Designation

Date _____

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.

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