



Making Social Care  
Better for People

# inspection report

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

## **Alfriston School**

Penn Road

Beaconsfield

Bucks

HP9 2TS

21st – 23rd September 2004

## **Commission for Social Care Inspection**

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

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

### **The role of CSCI is to:**

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

## **Inspection Methods & Findings**

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

### **The 4-point scale ranges from:**

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

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

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

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

## SCHOOL INFORMATION

**Name of School**

Alfriston School

**Address**

Penn Road, Beaconsfield, Bucks, HP9 2TS

**Tel No:**

01494 673740

**Fax No:**

01494 670177

**Email Address:****Name of Governing body, Person or Authority responsible for the school**

Mrs Valerie J Gordon

**Name of Head**

Mrs Valerie J Gordon

**CSCI Classification**

Residential Special School

**Type of school**

Residential special  
school

**Date of last boarding welfare inspection:**

13- 17/10/03
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<b>Date of Inspection Visit</b>		21st September 2004	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:30 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Rob Smith	114335
<b>Name of CSCI Inspector</b>	<b>2</b>	Moira Jones	105274
<b>Name of CSCI Inspector</b>	<b>3</b>		
<b>Name of CSCI Inspector</b>	<b>4</b>		
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>			
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>			
<b>Name of Establishment Representative at the time of inspection</b>		Mrs V Gordon Headteacher	

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## INTRODUCTION TO REPORT AND INSPECTION

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

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

This document summarises the inspection findings of the CSCI in respect of Alfriston 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**

Alfriston School is a day and weekly boarding special school for girls only run By Buckinghamshire County Council Education Authority. The school provides for girls with moderate learning difficulties in the age range of 11-18. The school had 128 pupils on roll at the time of this inspection with capacity for 32 boarders. The actual numbers boarding had been restricted to 25 in part to address the issues of overcrowding in some dorms noted at the last welfare inspection. The boarding provision was also currently limited to three nights a week operation due to continuing care staff vacancies.

The school is located close to the town of Beaconsfield in an attractive rural setting with spacious and well-maintained grounds. The main school building, which houses the residential accommodation, dates back to 1907. Various building additions and developments have taken place since then. The school originally opened in 1950.

This was the second welfare inspection of the school's boarding provision. The last OfSTED inspection of the school took place in October 2002.

## **PART A SUMMARY OF INSPECTION FINDINGS**

### **WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**

Alfriston school continued to provide a very high overall standard of care and welfare support to boarding pupils, with particular strength in the following areas:

- There was excellent commitment to consulting with and respecting the views of both pupils and parents;
- Child protection systems and responses were proactive, thorough and sensitively applied by staff;
- Care staff provided good support for boarders' educational achievement;
- Relationships between staff and boarders were excellent and standards of pupil behaviour were high;
- The support provided for individual pupils was exemplary;
- The support, training and development of staff by the school was commendable;
- The boarding operation was well managed by the senior staff team and had an appropriately high profile in the school; and
- Governors were carrying out a good level of monitoring of boarding welfare.

**WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE**



The most concerning issue identified by inspectors was the continuing propping open of fire doors, which needed urgent resolution in liaison with the fire authority.

Aside from this no other areas of major concern were noted but recommendations were made in relation to the following areas;

- some areas of policy and procedure, for example on complaints, pupil access and contribution to records, and security measures needed further development;
- aspects of care planning and records of sanctions and restraints needed refinement;
- further work on reducing numbers in the larger dormitories was needed;
- supervision arrangements needed extending to cover all care staff;
- CRB checking on all governors carrying out visits under standard 33 needed completion.

## **CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE**

This inspection confirmed the overall findings of the previous year's inspection that a high quality of care is provided for boarding pupils at the school. The small number of recommended actions following this inspection is reflective of a school that is fully committed to the welfare of pupils in its care and that has worked hard to address the areas of recommendation and welfare advice identified last year.

Through a period of continuing care staff shortfalls the hard work of staff at all levels has ensured that pupils continue to enjoy a very supportive, safe and caring experience when they board. This was reflected in the positive feedback received by inspectors from boarders and their parents and confirmed by direct observation over the three days of this inspection.

The inspectors would like to thank the staff of the school for their openness, hospitality and co-operation and the pupils for their time and contributions.

**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:**

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**IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION**

Recommended Actions from the last Inspection visit fully implemented?

YES

**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.**

<b>RECOMMENDED ACTION</b>			
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	RS4	That the school's policy and guidance on complaints is reviewed to ensure compliance with all the expectations of standard 4.3.	31/01/05
2	RS5	That the school puts in place child protection awareness training at an appropriate level for ancillary staff.	31/01/05
3	RS10	That the school amends the records on sanctions and restraint as indicated in the main body of the report and ensures that staff formally sign to acknowledge receipt and understanding of any policies and procedures on behaviour management.	31/01/05
4	RS17	That current placement plans are extended to include a simple summary of individual pupil care needs and how they will be met.	31/01/05
5	RS18	That the school develops policy and procedure to cover pupil access to records maintained about them.	31/01/05
6	RS24	That in liaison with the local authority the school works towards reducing the maximum number of boarders in each dorm to four.	31/01/05 and ongoing
7	RS26	That the school as a matter of urgency, in liaison with the fire authority, develops safe ways of maintaining fire doors in an open position where this is deemed necessary for reasons of pupil supervision. In the meantime the propping open of designated fire doors should cease.	30/11/04

8	RS27	That the school ensures all governors carrying out visits under standard 33 are appropriately CRB checked and that until this is in place they are not allowed unsupervised contact with pupils.	31/01/05
9	RS30	That the school puts in place systems for formal supervision of the remaining staff who carry out care responsibilities in boarding.	31/01/05
10	RS30	That the school puts in place formal policy and procedure on the management of visitors.	31/01/05

#### ADVISORY RECOMMENDATIONS

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

No	Refer to Standard*	Recommendation
1	RS4	That reference to the role of CSCI in relation to complaints about boarding welfare is made in the next parents' newsletter.
2	RS8	That the school extends its guidance on unauthorised absences to include follow-up access by pupils to an appropriate person independent of the school.
3	RS10	That the school reminds staff of the need to ensure entries on records are more objective and descriptive in nature.
4	RS15	That the school reminds catering staff to record any variations in meals provided for pupils.
5	RS25	That the school explores the possibility of installing some form of deodorising equipment in upstairs boarding toilet areas.
6	RS33	That the school works with governors on developing a more critical and evaluative aspect to reports of visits conducted under this standard.

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	NO
• Environmental Health	NO
• DfES	NO
• School Doctor	NO
• Independent Person	NO
• Chair of Governors	NO

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

Date of Inspection	21/09/04
Time of Inspection	09.30
Duration Of Inspection (hrs.)	27
Number of Inspector Days spent on site	6

**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?	3
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The school provided a good range of information for parents and other interested parties detailing the nature, ethos and key aspects of the school in general and the boarding provision in particular. The minor shortfalls identified at the last inspection had been addressed. The information was reviewed and approved on an annual basis by the governing body. Simple written information on basic boarding routines and expectations was provided for boarding pupils but the school placed an appropriate additional emphasis on direct explanation and discussion with boarders.

The school was operating in accordance with its statement of purpose but, as noted at the last inspection, still awaited some further clarification of long-term strategic planning implications for the school as part of the local Education Department's review of special education provision.

## CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way that the school is run. No child should be assumed to be unable to communicate their views.
- Children's privacy is respected and information about them is confidentially handled.
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.

### Standard 2 (2.1 – 2.9)

Children's opinions, and those of their families or significant others, are sought over key decisions which are likely to affect their daily life and their future. Feedback is given following consultations.

Key Findings and Evidence	Standard met?	3
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Inspectors observed a very good level of consultation with pupils, both generally and specifically in boarding, and a real commitment on behalf of staff to take time to elicit pupil views and respect their findings. Typically this was in areas such as meal provision, activities, décor of communal areas etc but inspectors also noted that at a more individual level, for example in relation to necessary exploration of welfare concerns in home settings, the views and wishes of pupils were fully taken into account in planning follow-up action.

The school had a representative student council covering whole school issues and, following a suggestion made at last year's inspection, had initiated a more focused boarders' forum involving rotating representatives from each dorm.

The written feedback from parents confirmed last year's findings of a very good ongoing level of liaison and communication between the school and home settings.



**Standard 3 (3.1 – 3.11)**

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

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

3

The school worked hard to ensure the privacy and confidentiality of matters relating to boarders and day pupils alike was appropriately respected. Observation of day-to-day practice confirmed staff supervision of pupils in boarding was carried out in an effective but unobtrusive manner and, as recommended at the last inspection, policy and procedure on searching of pupil rooms and belongings had been drawn up.

Attention had been paid to improvement of existing shower screening privacy and the new showers installed since the last inspection were in fully private cubicles. Boarding pupil dormitories were still on the large size compared to the expectations of the standards, but the school had deliberately reduced pupil levels in the largest dorms to try to create more space and privacy. Further improvements in this direction will depend in part on the local authority's long-term planning intentions for the level of boarding provision at the school.

Pupils had ready access to a payphone they could use in private and the minor technical problems noted last year had now been tackled. An additional door had also been installed on the stairway up to the boarding area to provide a greater level of privacy and separation from day school areas. Rooms were available for pupils to meet approved visitors in private.

Pupil records were stored with appropriate regard to confidentiality and guidance to staff made clear the boundaries of confidentiality in relation to exploration of child protection concerns.

**Standard 4 (4.1 - 4.8)**

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

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

The school continued to promote a very open atmosphere in which pupils evidently felt free and confident to raise concerns with staff. Clear written guidance was provided for pupils on who they could talk to, both in and outside the school, and the pupils inspectors talked to were able to name staff they would individually approach.

Contact details for CSCI/NCSC had been added, as recommended, to complaints information for pupils and parents. Inspectors advised a slight change in the location of the details of the information for children. A small number of parents who completed questionnaires were nonetheless apparently unaware they could approach CSCI with complaints about welfare provision for boarders. Inspectors suggested this could be highlighted in the next parent newsletter.

Closer examination of complaints policies and procedures confirmed they did not fully meet the expectations of the relevant standards. The Headteacher was recommended to review the policy and procedure to make sure all points listed under standard 4.3 were covered.

There had been no formal complaints since the last inspection and no concerns were raised by pupils or parents during the course of this latest inspection.

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

**Number of above complaints substantiated:**

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

**Number of above complaints substantiated:**

## 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?

2

The school was diligent and conscientious in its approach to all matters relating to possible welfare concerns either within the school or in pupils' home settings.

Policies and procedures had been revised in response to the last inspection and now fully met the expectations of the standards. Staff spoken with were familiar with procedures and with who carried child protection lead responsibility in the school. Regular child protection training and updates were made available to most staff although inspectors noted that some of the ancillary staff did not receive any formal input on child protection. The school will need to provide this, pitched at an appropriate level to the role of the staff concerned. All care staff the Headteacher and deputy had also completed the NSPCC distance learning package on child protection in schools.

There were good systems within the school for responding to early signs of concern from pupils and one such situation arose during the course of the inspection in relation to a pupil's home setting. This provided good evidence of the school's thoroughness and care in managing, recording and working sensitively with other agencies, the child and their family over this situation.

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

0

**Standard 6 (6.1 - 6.5)**

The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

**Key Findings and Evidence**

**Standard met?**

3

The school had a clearly defined approach to tackling bullying that was laid out in appropriate policy and guidance. The unacceptability of bullying was reinforced to pupils on a regular basis and any emerging concerns were quickly and promptly dealt with. Bullying, along with other potential issues of welfare concern, was reported by staff via the 'green form' system and the serious incident book, which enabled senior staff monitoring of any developing patterns of bullying behaviours.

Good levels of staffing supervision during school day and boarding times helped reduce the likelihood of inappropriate behaviours between pupils. Additionally, the whole ethos of the school encouraged pupils to help and support each other, rather than prey on potential vulnerabilities, and to be open and honest with staff if they were worried about, or witnessed, bullying

All these factors combined to produce a situation where pupils and parents reported little if any bullying at all. As a full survey of pupils was not conducted during this inspection no statistical figure with regard to the reporting of bullying is offered below.

**Percentage of pupils reporting never or hardly ever being bullied**

X %

**Standard 7 (7.1 - 7.7)**

All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.

**Key Findings and Evidence**

**Standard met?**

3

The Headteacher had put in place policy and procedure to cover the various circumstances requiring notification to external agencies. Some further aspects of reporting expectations were clarified in discussion with inspectors and subsequently added to the procedure.

No incidents requiring notification had taken place since the last inspection.

**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
0

**Standard 8 (8.1 - 8.9)**

The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.

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

3

The school was very vigilant about checking school attendance on a daily basis via its 'gold card' system and was now holding these records on computer for easy monitoring and analysis.

Policy and guidance was in place to deal with any unauthorised absences by pupils once at the school. As a matter of good practice inspectors advised that the guidance be extended to emphasise the need for any pupils who do run away to have the opportunity to talk to someone independent of the school, to explore whether their reasons for absconsion might be related to issues at the school.

**Number of recorded incidents of a child running away from the school over the past 12 months:**

0

## CARE AND CONTROL

The intended outcomes for the following set of standards are:

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

### Standard 9 (9.1 - 9.8)

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

Key Findings and Evidence	Standard met?	4
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This inspection provided ample evidence in the feedback from pupils and parents, and in observation of day-to-day practice, that the staff team maintained an excellent quality of relationships with pupils, both day and boarding.

Inspectors observed staff managing pupils in ways that were respectful, fair and non-judgemental. Staff maintained firm but appropriate boundaries on behaviour and adult authority was exercised in considered ways that took into account pupils' individual circumstances and levels of understanding, and avoiding demeaning or humiliating them.

Pupils were universally positive about their experience of boarding, particularly emphasising the help guidance and support offered by staff, with whom they were clearly at ease. Many boarders noted how secure they felt in boarding and how much of safe haven it was for them.

**Standard 10 (10.1 - 10.26)**

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

**Key Findings and Evidence**

**Standard met?**

2

Pupil behaviour was managed well, with a clear emphasis on encouraging and rewarding positive behaviour. Behaviour expectations in both boarding and day school times were clearly and consistently reinforced by staff and the overall standard of behaviour was extremely high. Written policy and guidance on behaviour management was in place and a policy on police involvement had now been drawn up.

There was limited but appropriate use of a defined range of sanctions for repeated minor misdemeanours and more serious misbehaviour in boarding was dealt with by the use of the 'red card' system. This effectively put pupils on warning of the unacceptability of their conduct and the receipt of three red cards within a certain period prompted a formal meeting with parents to discuss whether boarding should cease, albeit for a temporary period. As an indication of the school's overall success in managing pupil behaviours it should be noted that once again there had been no formal exclusions from the school over the past year.

Physical intervention was used sparingly, with only three such incidents recorded since the last inspection, and these appeared wholly justified by the circumstances as described by staff. There was access to regular training on behaviour management and the use of physical intervention.

The record keeping on sanctions and restraint needed some minor amendment in terms of stouter binding and page numbering to fully meet the expectations of the standards, and the school was advised to remind staff of the need to more clearly describe the specific sanctions imposed and the behaviour leading up to either a sanction or use of physical intervention. The school also needed to ensure that it kept on record evidence of staff signing to acknowledge receipt and understanding of the school's behaviour management policies.

## QUALITY OF CARE

The intended outcomes for the following set of standards are:

- Children experience planned and sensitively handled admission and leaving processes.
- The school's residential provision actively supports children's educational progress at the school.
- Children have ample opportunity to engage in purposeful and enjoyable activities both within school and in the local community.
- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.
- Children are provided with healthy, nutritious meals that meet their dietary needs.
- Children wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.

### Standard 11 (11.1 - 11.6)

Admission and leaving processes are planned and agreed with the child – and as appropriate, with parents and carers and placing authorities – as far as possible and handled with sensitivity and care by those concerned.

Key Findings and Evidence	Standard met?	3
<p>The school had appropriately thorough and flexible systems in place for assessing and planning the introduction of new boarders to the school. The decision to offer boarding rested with the school, within the context of individual pupil's educational statement approving boarding. Detailed information continued to be collated via parent questionnaires, completed with the Head of Care, and open days for parents and pupils to find out about boarding were arranged, although these had been more limited in the past year by care staffing shortfalls.</p>		
<p>Good consideration was paid to whether the needs of proposed boarders could safely be met and to the potential impact on the existing boarder group, and the care staff team shared fully in this decision-making process. Where boarding pupil needs or behaviours significantly altered staff were careful to monitor situations within boarding and, where necessary, boarding was terminated on either a long or short-term basis. As noted at the last inspection 'unknown' emergency placements were not entertained, although boarding support might be offered on a temporary basis to existing day pupils experiencing crises at home.</p>		
<p>The school worked well with preparing older pupils for leaving boarding by scaling down the weekly period spent in boarding and by offering the opportunity to stay in the boarding flat which provided greater scope for developing independent living skills.</p>		



**Standard 12 (12.1 - 12.7)**

**Care staff and the school's residential provision and activities actively contribute to individual children's educational progress, and care staff actively support children's education, ensuring regular attendance, punctuality and a minimum of interruption during the school day.**

**Key Findings and Evidence**

**Standard met?**

4

The inspection confirmed that there was an excellent level of liaison and co-working between the school's care and education staff to support pupil's educational achievement. This was reflective of the overall holistic approach to boarding pupil needs which ensured that the views and contributions of care staff were fully integrated into all aspects of pupils' care and development at the school.

Educational targets were incorporated, where appropriate, into boarding pupil care plans and care staff worked hard to ensure boarders were supported and prepared for all aspects of the school day. Structured homework sessions were run by a combination of care and teaching staff before the evening meal.

As already noted use of the boarding flat for older girls supported the development of life skills which often tied in with work being done in the ACE (Alfriston Continuing Education) unit in school.

**Standard 13 (13.1 - 13.9)**

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

**Key Findings and Evidence**

**Standard met?**

3

The school provided a satisfactory range of both in-school and community-based activities for boarding pupils and particular emphasis was currently being placed on increasing the number of girls who regularly attended at least one form of community activity each week.

Boarding pupils had opportunities to choose which organised activity they wished to participate in each evening and there were good levels of staff, both care and teaching, to support the range of activities on offer. Boarders seemed generally satisfied with what was on offer within the limitations of the current three night boarding week.

Within the boarding area there were also the usual range of games, TV, DVD and video and audio equipment available. Appropriate safeguards were in place for the watching of videos and DVDs and also for internet access during school time.

Any potentially high risk activities were subject to a rigorous risk assessment process involving designated school staff, governors and the local authority.

**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?**

**3**

The school paid good attention to the health care needs of boarding pupils and all the minor shortfalls noted at the last inspection with regard to aspects of medication administration and storage had been addressed.

The school worked in conjunction with parents and the school medical service to ensure ongoing health care needs were met in a consistent and prompt manner and with due regard to discretion and sensitivity. Any emerging health care needs, minor illnesses and accidents were appropriately managed by the staff team with co-ordination and oversight being offered by the medical support assistant. There was clear guidance in place for staff on health care and medication usage and medication records were well structured and maintained.

Appropriate training had been sought for staff in relation to potential use of invasive procedures for one child and the protocol for this was particularly well documented on the child's medical files. Satisfactory numbers of staff were also first aid trained.

The school maintained good links with specialist external health services where this was required to support individual pupil's health and developmental needs and the deputy head teacher, in her role as special educational needs co-ordinator (SENCO), ensured good liaison and input for pupils from services supporting the school, such as occupational and language therapists and physiotherapists.

The school was also working to achieve the Healthy Schools award, which was requiring review and development of all aspects of the school's operation that contributed to the physical and emotional health of pupils and staff; for example diet, exercise, health care, health and safety and individual support structures.

**Standard 15 (15.1 - 15.15)**

Children are provided with adequate quantities of suitably prepared wholesome and nutritious food, having regard to their needs and wishes, and have the opportunity to learn to prepare their own meals. Where appropriate special dietary needs due to health, religious persuasion, racial origin or cultural background are met, including the choice of a vegetarian meal for children who wish it.

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

3

The school provided a very good quality of food and meals for pupils. The external contractors for the school had changed since the last inspection and boarding pupils and staff alike commented on the improvement in food quality and choice. Minor suggestions made in relation to recording meals taken and ideas submitted by children had been taken on board since the last inspection, although meal variations for individuals were sometimes not being formally recorded.

The catering manager had good systems in place for consultation with pupils on likes and dislikes and pupils confirmed that some of their suggestions had been taken on board. Individual dietary needs were catered for when they arose for health, religious and cultural reasons and a vegetarian choice was always available. It was good to note input had been sought from an occupational therapist for provision of adapted cutlery for one pupil.

Meal times were well managed and those for boarders in particular were generally relaxed and pleasant social occasions. The dining room had recently been redecorated and the kitchen and dining areas were kept immaculately clean. There were no outstanding concerns from environmental health officers.

**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

Clothing and personal requisites were mainly provided by boarders' own families but the school helped out in emergency situations and a range of personal items could also be bought by pupils from the boarders' shop.

Pupils were free to wear their own casual clothing in the evenings with staff ensuring their appearance was appropriate for both weather and age! Satisfactory laundry arrangements were in place and staff made sure pupils were smartly dressed for school each day.

Boarders usually brought in small amounts of spending money each week. This was appropriately administered and recorded via the boarders' bank system. There were systems in place for staff to look after valuable personal items.

## **CARE PLANNING AND PLACEMENT PLAN**

**The intended outcomes for the following set of standards are:**

- **Children have their needs assessed and written plans outline how these needs will be met while at school.**
- **Children's needs, development and progress is recorded to reflect their individuality and their group interactions.**
- **There are adequate records of both the staff and child groups of the school.**
- **In accordance with their wishes, children are able and encouraged to maintain contact with their parents and families while living away from home at school.**
- **Children about to leave care are prepared for the transition into independent living.**
- **Children receive individual support when they need it.**

**Standard 17 (17.1 - 17.8)**

**There is a written placement plan specifying how the school will care for each boarding pupil in accordance with his or her assessed needs, the school cares for that child in accordance with that plan, monitors progress in relation to that plan, and updates that plan as necessary.**

**Key Findings and Evidence**

**Standard met?**

**2**

Placement and care plans were in place for all boarders. These had been developed since the last inspection and, together with additional medical notes, covered both physical and emotional care needs, alongside educational/development targets to be worked on during boarding time.

The plans were discussed with the Head of Care and it was recommended that the areas of personal care need for each boarder be more clearly outlined in an addition to existing documentation, as an immediate and ready reference point for staff.

The school did not operate a key worker system, in part in principle, preferring to allow girls to approach and relate to the member of staff they felt most at ease with, and in part due to the current absence of a deputy Head of Care, who would normally share more specific care planning aspects of key working responsibilities with the Head of Care. The lack of a deputy had put additional pressure on the Head of Care. It is anticipated this situation will improve once a deputy is appointed.

The lack of a more formal key worker system did not appear to undermine the quality or consistency of attention paid to boarders' needs, largely because of the excellent level of information sharing and consultation across the whole staff team. Inspectors did however point out the potential benefits of sharing such key work responsibilities across the care staff team, while recognising work hours and patterns might make this difficult to achieve.

Where children were in care or receiving support from other agencies such as social services, discussion with staff and scrutiny of files confirmed a good level of liaison and co-working by staff in the school.

**Standard 18 (18.1 - 18.5)**

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

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

2

All the core information required by this standard was maintained by the school in either central or care files, supplemented by electronic database records. As a matter of good practice inspectors advised that more consistent records of detailed contact with professionals and families should be maintained by staff and, as noted earlier, the school was reminded of the need to ensure staff language in written records was more objective and descriptive in its nature.

Although boarding and day pupils were encouraged to read, comment upon and contribute to their school review reports drawn up by staff, access on broader level to records held by the school on pupils was not actively promoted. This is an area of policy and practice that the school needs to develop further to meet the expectations of standard 18.4.

**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 school was maintaining appropriately, in either paper or electronic form, the various general staff and pupil records required under this standard. The main electronic databases for pupils and staff were not as yet being fully utilised and inspectors noted that the section for recording staff qualifications was very teacher-oriented so did not, for example, incorporate NVQ or equivalent care qualifications on its listing. The school's administrator undertook to see if this could be amended.

**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

Given the relatively short span of the current boarding week at the school, maintenance of contact between boarding pupils and their families and friends was not a particularly acute issue.

However from observation of practice, and from parent questionnaires, it was clear the school positively supported the involvement of families and encouraged pupils in keeping contact with them during boarding periods. Parents reported the school as friendly and welcoming of visits and confirmed they could see their child privately if they wished.

**Standard 21 (21.1 - 21.2)**

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

**Key Findings and Evidence**

**Standard met?**

9

There were no boarding pupils in this situation at the time of this inspection. The standard was therefore not assessed.

**Standard 22 (22.1 - 22.13)**

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

**Key Findings and Evidence**

**Standard met?**

4

The school provided excellent levels of individual support to boarding pupils, as was evident from the many positive comments made by a number of pupils inspectors spoke with during the inspection. The impression was very much of a school that understood and genuinely cared for pupils on an individual basis.

As already noted the SENCO role was very effectively carried out by the deputy Headteacher to identify and meet a range of more straightforward pupil needs both initially on admission to the school and then subsequently as new needs emerged. There was good liaison with any external agencies to obtain and support and additional specialist help that might be required for individual pupils.

Pupil received formal individual support via their allocated pastoral tutor alongside the more day-to-day informal personal input from care staff and other teachers. Boarders confirmed that it was always possible to find someone to talk to if they had problems they wished to share and this was evidenced in the situation that involved disclosure of concerns to the medical support assistant during the inspection. Inspectors also noted the care and support often offered by pupils to each other, which was reflective of the success of the school in creating a safe, caring and nurturing environment.

Staff were very alert and sensitive to pressures in pupils' home situations and took due account of these in managing pupils' behaviour within the school setting. The school had also dealt extremely sensitively with the passing away of a member of care staff since the last inspection. This had had considerable impact on the staff and pupils but had been handled very well in inspectors' opinion.

The school still provided an independent counsellor for pupils to talk to and this service now involved visits specifically during boarding time.



## PREMISES

The intended outcomes for the following set of standards are:

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

### Standard 23 (23.1 - 23.9)

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

Key Findings and Evidence	Standard met?	3
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The school was in a pleasant and calming rural setting and the school buildings, though somewhat elderly and therefore presenting some problems in terms of accessibility, space and design, were well maintained and presented. Major redecoration of the school exterior was taking place during the inspection. The school had ample and attractive grounds.

Although the school would not be suitable for children with significant mobility difficulties, appropriate attention had been paid to modification and adaptations to make the building as safe and accessible as possible, with input from occupational therapists sought when required. There were no outstanding requirements from other regulatory agencies in relation to the building.

Good attention as paid to site and building security with the use of CCTV, lighting and security pads on doors. Effort was put into maintaining good relationships with neighbours and a positive profile in the local community.

**Standard 24 (24.1 - 24.19)**

The school provides adequate good quality and well-maintained accommodation for boarding pupils, which is consistent with their needs.

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

2

Good attention was paid to maintaining boarding accommodation at very high standards of furniture fittings and décor. Boarding areas were kept immaculately clean and tidy, warm and well aired. Since the last inspection some plants and pictures had also been introduced to the boarding area to make it feel more homely.

Some of the dormitories were however still significantly overlarge compared to the expectations of the standards and lacked adequate personal space, facilities and storage. As already noted the school had taken action by reducing overall boarding capacity to reduce numbers in the larger dorms. More significant reduction in these dorm numbers will be dependent on the response from the local authority, as this would involve major cost and necessitate relocation of teaching areas on the first floor of the school. The space and facilities in the smaller dorms, and in the semi-independent flatlet for older girls, was more satisfactory.

The boarders had a spacious communal lounge on the first floor, which was well equipped and comfortably furnished, and in the evenings boarders had access to much of the school grounds and buildings.

Staff sleep-in accommodation was appropriately located near to boarding areas.

**Standard 25 (25.1 - 25.7)**

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

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

3

The school provided a satisfactory number of baths and showers for boarders and had in fact improved the number, quality and privacy of showers since the last inspection, which was much appreciated by the girls. The locks to some of the toilet doors had been replaced as recommended at the last inspection.

Bathroom areas were again kept immaculately clean and hygienic and there were appropriate separate facilities for staff and visitors.

One minor plea from the girls to inspectors was a request for installation of deodorising equipment in the upstairs toilet areas, in line with that fitted to main school toilets. The school was advised to explore the viability of this.

**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?**

**2**

Generally good attention was paid to matters of health and safety, which were mostly overseen by the medical support assistant, who had received appropriate training in health and safety matters. The school also received advice and support from central County health and safety officers, which, for example, had led to tree safety measures in the school's spacious but heavily wooded grounds.

Good progress was being made on developing a broader range of risk assessments and a new more helpful format for these had been introduced. Measures had been taken to reduce possible risk from hot radiators and hot water outlets in the boarding area and attention had been paid to the missing window restrictors noted at last year's inspection. It was good to note that more general training on water safety related issues was also in hand for the medical support assistant and caretaker.

While good attention was paid to regular fire drills, bell tests and maintenance of fire safety equipment, inspectors were concerned about the continuing practice of staff propping open designated fire doors. While inspectors understood the conflicting demands for good supervision and awareness of pupil and staff activities, which led to some doors being popped open when areas were in use, there were occasions noted when unused areas of the school building, away from the boarding area, were left with all fire doors on the ground and first floors propped open. This self-evidently compromises the safety of staff and pupils and risks severe damage to the school. The Headteacher was in the process of seeking advice on this matter from the fire authority, with a view to further extending the use of electromagnetic door retainers, and inspectors stressed the urgency with which this now needs to be addressed. Procedures were in place to ensure fire doors were kept closed in the boarding area.

## **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, supported by the local authority Human Resources section, had appropriate procedures for the recruitment and vetting of staff in place, as confirmed by discussion with the Headteacher and staff and by scrutiny of recent recruitment records.

Some further advice on documentation of recruitment stages and retention of evidence of checks was offered to the Headteacher, along with some minor adjustment to reference request letters.

There remained some delay in getting CRB checks on all governors carrying out visits under standard 33 and the Headteacher was reminded that until they were satisfactorily checked no governors should have unsupervised contact with pupils. The school was aware of the need to ensure CRBs were kept up to date for both staff and any adults living on the school site.

Taxi drivers and other transport staff used to take children to and from the school were vetted centrally by the local authority, as were approved contractors for other works on the school site. The school had however been concerned about aspects of the quality of school transport provision and had been diligent in identifying areas of risk to the relevant County staff. The inspectors undertook to verify centrally with the local authority the means by which it ensured CRB checks had been undertaken as required on the various contracted services supplied to the school.

**Total number of care staff:**

**6**

**Number of care staff who left in last 12 months:**

**2**

**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 school had put in place, as recommended at the last inspection, a staffing policy detailing numbers of staff on duty for boarders at different times. The levels indicated in this policy were satisfactory, although the present lack of a deputy Head of Care had made their achievement in practice more difficult, and had placed significant demands on the time of the Head of Care.

This had in part been tackled by the school remaining on a three-day boarding week, allowing consolidation of staffing resources. Any remaining gaps had been filled by redeployment of other staff already working in the school, who were familiar with pupil needs and behaviours, rather than bringing in unknown agency staff. There had also been an increased level of direct involvement in boarding time by the deputy and Headteacher to help fill any gaps.

As a result the actual number of staff on duty, including care and teaching staff carrying out designated boarding duties, was satisfactory and pupils certainly felt that the numbers of staff were more than enough to ensure safe supervision and ready access to adult advice. Although the care staff team was entirely, and understandably, female the presence of male teaching staff during activities helped provide a good gender balanced input for boarders.

Good attention was paid to ensuring satisfactory levels of staff supervision during outings and effective arrangements were in place for obtaining senior staff back-up in emergencies.

**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

The school provided good opportunities for staff training, combining INSET days, NVQ for care staff and support assistants, as well as more specific courses such as health and safety, first aid, behaviour management. Staff indicated that when the needs of individual children indicated more specialist training was required, this was well supported by the school.

All staff were subject to formal annual performance assessment, which was overseen by the Headteacher, and staff confirmed individual development plans were in place.

There was a satisfactory formal induction process in place for new staff covering all relevant key areas of practice.

**Standard 30 (30.1 - 30.13)**

**All staff, including domestic staff and the Head of the school, are properly accountable and supported.**

**Key Findings and Evidence**

**Standard met?**

**2**

All the staff inspectors spoke to confirmed how supportive and helpful the working environment at the school was. This was also reflected in the school's attainment of the Investors in People award.

Formal recorded supervision structures were in place for the Head of Care and main care staff team, although the support assistants, who did less regular hours in boarding, did not yet have this arrangement in place. The school was advised this needed to be addressed, albeit on a less regular basis than for full-time staff. Outside of formal support structures staff confirmed there was a good level of informal advice and support ready to hand from any of the senior staff.

Regular, weekly, minuted care staff team meetings were held involving the whole care team as well as the Headteacher and deputy. These were in addition to main school staff team meetings.

There were clear lines of accountability and responsibility in place and all staff had job descriptions. As already noted appraisal and performance assessment systems were in place for all staff.

A good range of written policy and procedure was in place for staff to refer to covering the majority of areas indicated under the standards. The school was advised to keep this material under review and updated and a particular gap in relation to formalisation of the management of visitors needed addressing.

## 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?

3

The Head of Care was appropriately experienced and qualified in child care and it was good to note the school's support for her further development with an NVQ qualification in management underway. The school was also working steadily towards getting all care staff, and, where relevant to their duties, support assistants NVQ qualified to the appropriate level.

Arrangements for boarding were very well managed by the Headteacher, deputy and Head of Care, with a real focus and priority on providing good quality consistent care that met boarders' individual needs. Staffing rotas were appropriate and in respect of the Head of Care and her deputy, once appointed, allowed time for meetings and planning of care alongside direct work with boarders.

A prefect system was in place but this did not grant any inappropriate responsibilities to post holders over other children. In fact inspectors were impressed by the conscientious and thoughtful way prefects and other school officers carried out their responsibilities and set good role models for younger pupils.

Appropriate procedures were in place for suspension of staff if child protection concerns arose and the school had good systems in place to deal with foreseeable crises. A good range of key information was provided for parents on boarding welfare matters alongside contact details for CSCI and other child welfare agencies.

**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

There was very effective oversight and monitoring of pupil welfare arrangements exercised by both the Headteacher and her deputy. This was carried out both by formal monitoring of the records noted under this standard (which had now been extended by the Headteacher in response to last year's inspection) and by a very immediate presence and involvement in day-to-day education and boarding operations. As a consequence the senior management team in the school very much had their fingers on the pulse of all key aspects of welfare provision.

The Headteacher provided regular feedback and comment on the quality of boarding provision in the context of termly, rather than annual reports to governors. Inspectors found this to be acceptable. These reports also used the findings of CSCI/NCSC boarding welfare inspections, and subsequent action plans, as a framework for ongoing development of boarding provision.

**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?**

3

The governing body of the school was carrying out regular monthly visits, occasionally unannounced, to boarding to monitor welfare provision. This was a commendably high level of visiting that exceeded the expectations of this standard. Written reports were drawn up following these visits covering the key areas noted under this standard. In addition, particular care quality themes, drawn from the standards, formed a focus for each visit.

Inspectors recognised that governors were still developing this aspect of their role, but to be of real use as a monitoring process inspectors, felt the visits and reports needed to develop a more analytical and evaluative theme, as currently they came across as largely descriptive of practice and systems without attempting to assess their effectiveness or quality. As noted earlier the school was reminded that any governors carrying out these visits, which do potentially involve unsupervised contact with pupils, are enhanced CRB checked.

The school confirmed that parents were made aware of CSCI reports and their findings. Inspectors suggested access to CSCI reports could be re-emphasised in the next parental newsletter.

**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 21<sup>st</sup> – 23<sup>rd</sup> September 2004 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

YES

Comments were received from the provider

YES

Head's comments/factual amendments were incorporated into the final inspection report

NO

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

YES

**Note:**

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

**D.2 Please provide the Commission with a written Action Plan by 15<sup>th</sup> November 2004, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.**

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

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

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

NO

Provider has declined to provide an action plan

NO

Other: <enter details here>

NO

**D.3 HEAD'S AGREEMENT**

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

**D.3.1 I \_\_\_\_\_ of Alfriston School 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 Alfriston School 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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