



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Eaton Hall School

**Pettus Road
Norwich
NR4 7BU**

Lead Inspector
Mr Roger Andrews

Announced Inspection
6th March 2006 09:30

The Commission for Social Care Inspection aims to:

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

Reader Information	
Document Purpose	Inspection Report
Author	CSCI
Audience	General Public
Further copies from	0870 240 7535 (telephone order line)
Copyright	This report is copyright Commission for Social Care Inspection (CSCI) and may only be used in its entirety. Extracts may not be used or reproduced without the express permission of CSCI
Internet address	www.csci.org.uk

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

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

Those outcomes are:

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

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

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

SERVICE INFORMATION

Name of school	Eaton Hall School
Address	Pettus Road Norwich NR4 7BU
Telephone number	01603 457480
Fax number	01603 456211
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Norfolk County Council Education
Name of Head	Valerie Moore
Name of Head of Care	Vicki Marley
Age range of residential pupils	Year 5 to Year 11
Date of last welfare inspection	15th November 2004

Brief Description of the School:

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

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

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

Eaton Hall School offers a service for boys with emotional and behavioural difficulties, which have interrupted progress in their mainstream schools. Frequently pupils also experience difficulties in their lives outside school. A gradual move to attending daily is seen as part of the process of reintegration into home and eventually the possibility of returning to a mainstream school.

SUMMARY

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

This inspection was announced. The purpose of the inspection was to make sure that those children who board at the school are properly cared for and, as far as possible, are kept safe. The inspection was carried out over two days. Time was spent talking with children, staff and members of the senior management team such as the Head teacher and the Head of Care. Care files, health and safety records and other documents were looked at and the inspector joined the children at mealtimes on both days, including breakfast, (at Surlingham House), and tea. Questionnaires were sent to parents who have children boarding at the school and to members of care staff. Some of the comments they have made are included in this report. The Chair of Governors was also spoken with during the inspection.

As a result of this and previous inspections the Commission thinks that Eaton Hall School does a good job and offers a high level of care and interesting activities to the children. There are some matters that need attention and these are set out at the end of this summary and at the end of the report.

What the school does well:

The school does excellent work with children and their families. Parents value this highly and there is a strong feeling from parents that their children benefit from attending Eaton Hall School.

The staff demonstrate teamwork and enthusiasm for new initiatives which benefit children and feel they work as part of a supportive team.

There is an interesting activity programme with a range of options that children like joining in with.

Staff demonstrate a patient and consistent attitude to the children reinforcing good behaviour and rewarding progress which the children respond to.

The food is excellent and offers healthy choices which the children clearly enjoy.

The parents of children at the school said in their questionnaires "*the staff are great*".

The records staff keep on children have a good level of detail and show the positive work staff do to help the children make progress in their lives.

What has improved since the last inspection?

The school has addressed many of the recommendations made in the previous inspection report.

A visit is now made every half term by someone who does not work at the school and they put their views in a written report to help the Head Teacher and Governors give children a better service.

Considerable building works have taken place over the last year to help improve the school, including major improvements to the school kitchen.

Supervision is in place for each member of staff which helps staff to feel supported and offer children a good service.

The sanctions staff can use if children behave badly are now set out in writing.

What they could do better:

The Local Authority could help the school look at ways in which the residential provision for children could be improved so that children have better privacy and more space in bedroom areas.

The temperature of hot water needs to be regulated so that children are protected from scalding, especially in bathrooms.

The way in which medication is dispensed needs some improvement to make sure medicines are safely given.

Telephones for the use of children should be private so that children can feel free to talk openly if they wish to phone someone to talk about things that are worrying them.

All staff including the cleaners who have unsupervised access to children should have **enhanced** Criminal Records Bureau checks undertaken.

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

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office.

DETAILS OF INSPECTOR FINDINGS

CONTENTS

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

Being Healthy

The intended outcomes for these standards are:

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

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

14 & 15

Health issues are attended to and documented in good detail, but some improvements need to be made to ensure tablets are handled in a safe manner.

The children can choose from a varied menu and the food is of a good standard which the children enjoy.

EVIDENCE:

Health related issues are documented in each child's care file. There was good documentary evidence of liaison with various health professionals within other agencies and where staff have assisted a child, for example, in attending a G.P. appointment, the outcomes are written up in good detail. Examples were seen of liaison with specific professionals regarding behaviour disorders and attention to routine matters such as eye tests.

The school has appointed a teaching assistant as the designated member of staff who is responsible for ensuring the children's health needs are met. The designated member of staff has responsibility for the overall health needs of the children and outside school hours the Senior Care Manager on duty holds responsibility for administering medication.

The school has a medication policy and medication is securely stored in a locked cupboard. Each administration of a medicine is signed for on a card which shows the date and time. There are some plastic tablet boxes with the child's name on into which some tablets are transferred by senior care staff. This practice introduces the opportunity for error by removing medicines from their original containers and leaves them potentially unidentifiable and should be discontinued. **See recommendations.**

One of the children reported that "*the food's really good*" and this comment was typical of the general view of the meals on offer each day. From observation at mealtimes the children clearly enjoy their food and a choice is on offer every day from the healthy options menu. An example of a daily choice was baked pasta with bacon or baked potato with salad and Tuna followed by ice cream. The food looked appetising and tasted extremely nice. When a child has a birthday they are allowed a free choice of lunchtime meal.

Much of the food on offer is cooked in the school kitchen which has been completely refurbished over the last year with new equipment and easy clean walls and surfaces.

The school is currently running an 'international breakfast' project where children get the opportunity to try a breakfast from a different country. During the inspection it was the Swiss option with a selection of muesli, oats, bran's, dried fruits and nuts. The children really enjoyed this option, (the children at Surlingham House all went back for seconds). It generated good discussion about foods eaten in other countries and it was pleasing to see the children enjoying a different food which they would have been unlikely to request again had they not had this opportunity to try it.

The Domestic Bursar oversees the menu, (which includes gathering the views of children), and gathers information on particular children who may have allergies or other food related health issues. There may be direct contact with parents, for example, on dietary issues and the school may provide diet sheets to parents. Collaboration takes place with the community nurse over weight and obesity matters.

Some of the children who live in the flat at Surlingham House get the opportunity to do some of their own cooking and are provided with a small budget to shop with.

In the previous inspection report comment was made about the dining area at the school being rather cramped. As recommended this aspect was looked at by the Local Authority visitor in February 2006 who agreed that the dining area appeared cramped. During the inspection it was noted that there is limited room between dining tables and, if the numbers eating in this area were to increase, some changes would need to be made. This will need to be monitored. However, mealtimes were good natured episodes in the school day with staff taking their meals with children and a good deal of light hearted discussion taking place.

The school is currently trialling a project involving Omega oil supplements as part of a healthy diet and with a view to establishing whether this can positively affect behaviour. Both children and staff are involved in the project. This is an excellent initiative spearheaded by a particular member of staff and

has attracted considerable media interest. A parent commented in their questionnaire that the school provides “*a good healthy mealtime*”.

Staying Safe

The intended outcomes for these standards are:

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

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

3, 4, 5, 6, 7, 8, 10, 26 & 27

Privacy is respected and promoted, though aspects of the residential facilities do not promote privacy.

Child protection matters, anti bully measures and the creation of a relaxed and safe atmosphere in the school are given a high priority.

Attention needs to be given to following up some fire risk assessment issues and the high temperature of the hot water in boarding areas should be addressed.

EVIDENCE:

There was a strong emphasis when talking to staff about promoting the privacy of children and managing information in a confidential manner and there is comment on these issues in handbooks produced by the school for staff guidance such as the 'The Personal Tutor Role'. Records are securely stored in the school.

The school site residential areas do not lend themselves towards providing a private environment for students as the rooms are small and have curtains rather than doors. However, the school is not currently able to replace these facilities. The situation is better at Surlingham House and one child commented that one of the reasons he liked living there was because he had his own room.

Children have access to a telephone both on the school site and at Surlingham House and these facilities are publicised in the brochure produced for children. Consideration should be given to whether these provide adequate privacy for children. The telephone at Surlingham House has a curtain over the door and a conversation could be easily overheard by others. **See recommendations.**

Complaints and bullying are also addressed in the children's brochure, (entitled 'a beginners guide'). This deals with bullying from other children and being badly treated by an adult. The brochure publicises the contact number of the Commission and Childline and uses pictorial prompts as well as the written word. There have been no complaints received by the school since the previous inspection took place and no complaints have been received by the Commission. The school has a detailed guidance document entitled 'Positive management of Behaviour'. Information for the children about the 'Independent Listener' was displayed on notice boards.

In discussion the children knew they could talk to a teacher or a member of care staff and there was a good sense that children understood bullying would be dealt with and not tolerated. From observations over the two days of the inspection there was a good sense of a relaxed atmosphere both between children and between the children and the staff. The responses given by staff in their questionnaire responses indicate a clear view of how to deal with concerns from children and to report them to a senior person. A parent commented in their questionnaire that "*the school is excellent at creating an environment for children to grow in confidence and skills...*".

All of the senior staff are trained as designated child protection workers and a training day for all staff has been arranged. Ancillary staff also receive this training. The school holds a copy of the local ACPC procedures and the designated member of staff for child protection is the Principal Care Manager. The school is proactive in informing the appropriate agencies of child protection issues and in informing the Commission.

The school is involved with the development of a software programme that was intended to provide a comprehensive analysis of data held by the school in a variety of record keeping systems (EPAR), including analysis of incidents of bullying. This has not proved as straightforward as was hoped, though the software has been upgraded. In an ideal world this would allow for a detailed analysis of incidents. All incidents, for example, where restraint is used and non-restraint incidents are recorded and copies printed off and placed on individual files. All of the staff receive training in Team Teach. Staff reported that informal 'spot check' training takes place on the use of these techniques when they are asked to demonstrate how they would deal with specific situations by senior staff. Any sanctions are recorded and the school have produced a list of permitted sanctions in line with a previous recommendation.

The school's "Leaving the Premises without Authority" guidance is contained in the staff manual. All incidents of children leaving the school without permission are recorded on individual Incident Sheets, which are monitored by the Head teacher or PCM, and a copy placed on the child's file. The level of individual absences is monitored by a child's Personal Tutor and is subject of regular review.

The security of the building has been improved by the completion of a new reception/entrance area with keypad entry. This also provides a pleasant seating area for guests and visitors to wait. The grounds have external lighting so that children and staff can see if they needed to evacuate the building in the dark.

New staff are vetted prior to taking up appointments which include enhanced Criminal Records Bureau checks. It was noted that two of the domestic staff have only received standard Criminal Records Bureau checks. As these staff may and do have unsupervised access to children it is recommended that they also have enhanced checks undertaken. **See recommendations.**

Fire checks are carried out on a weekly basis including tests of the fire call points. The fire equipment was serviced in January 2006 and a new check is being put in place that will ensure, on a weekly basis, that all fire fighting equipment is in place. Evacuations took place in January and March. Surlingham House also carries out evacuation practices which are documented. A fire risk assessment was carried out by Norfolk Property services in November 2005. The recommendations from this report need following up. One reference is to fire door seals and is marked as a 'high priority' issues, though no action appears to have been taken to date. **See recommendations.**

The hot water in the boarding areas was very hot. The water is not regulated and there is a risk of scalding, especially in the baths. Consideration should be given to employing devices that control water temperature at the point of

delivery so that appropriate temperatures are maintained in the pipe work system to control legionella. As the water is particularly hot it may also be worth assessing radiators to ensure exposed surfaces are not posing risks. **See recommendations.**

Gas installations have been serviced in line with guidelines and the servicing certificates were seen during the inspection.

Enjoying and Achieving

The intended outcomes for these standards are:

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

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

12, 13 & 22

Children are properly supported by teaching and care staff.

The children have a varied range of activities which they enjoy joining in.

EVIDENCE:

Teaching staff and care staff collaborate throughout the school day to support children and there are morning and afternoon handover meetings. Care staff will support individual children during the teaching day and this might include one to one sessions for targeted periods of time or sitting in lessons for periods of time to help calm a child. A Senior Care Manager is on call to provide support. The children also have personal diaries that staff use to record any issues which arise for the children during any part of the day and the language used by staff is phrased very positively in written records such as "*x made an excellent effort...*".

One child said that "*there are loads of activities*". The children have a good variety of activities they can join in. Each activity has a risk assessment plan and the aims and objectives that each activity is designed to achieve is set out. Activity sessions are given a rating to see that they meet objectives. One example was the 'spring club' which will give the children the opportunity to "*use their imagination and use a range of materials they would not usually use*". Examples of activities outside the school include swimming, fishing, bowling and at the weekend prior to the inspection a group of children went 'crabbing' at the coast. Some of the children were observed participating in a gym session after tea and several were keen to join in with this activity. The gym changing rooms have been completely refurbished to provide a much larger changing and showering area for the children. One of the parents

reported in their questionnaire that one of the best things about the school was the after school activities. Achievement files are kept with Certificates of Commendation awarded for effort and performance.

The children have a range of board and computer games and there is also a pool table which the children can use under supervision. There are some activities that the school has provided such as climbing and Judo which they would like to re-instate, though finding appropriately trained staff is problematic. There is a wooded play area in the school grounds with climbing equipment and a BMX track. Plans were being made for a week's trip to the Peak District by a group of the children in the week following this inspection. Activities are properly staffed. The school has two minibuses, but the Head Teacher would like to acquire a people carrier vehicle for smaller groups to use.

There is a very good support system in place for children with individual help for issues such as anger management and obsessive behaviour. These are dealt with by individual sessions with children, offering them techniques for dealing with stressful situations. Several staff highlighted the work they are doing through 'solution focused therapy' and 'anger management' sessions with children. One member of staff has acted as lead in this area and undertaken various training courses which can be cascaded down to other staff. Training in these areas includes the teaching staff as well as the care staff. Some of this initiative has resulted in the development of more intensive work with the families of some children and some excellent work was observed in case notes. As with other initiatives in the school, the lead person for this work demonstrated a high level of enthusiasm and commitment to further training in this area for the whole staff team. The feedback from the County Council's questionnaire highlighted the support that the school gives young people as one of its greatest assets.

Making a Positive Contribution

The intended outcomes for these standards are:

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

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

2, 9, 11, 17 & 20

Children are listened to and there is good communication between school, children and home.

Children's needs are assessed and acted upon in a positive and constructive way.

EVIDENCE:

One parent reported in their questionnaire that the school *"are always in touch with me and my son has improved"*. Another reported that *"Eaton Hall has done wonders with (my child). The staff are excellent and we have a good relationship with (our child's) personal tutor"* and the staff *"phone or visit us in person, it is very one to one"*. These comments reflect the general high regard of parents for the school and its communication and work with families of children at the school. Each child in school has an allocated Personal Tutor and Teaching Tutor. Each child's personal tutor liaises with parents, social workers and other professionals. Children's views are represented on the school council and children who sit on the council have a special colour tie which they are entitled to wear. From observations and talking to staff and children there are many informal opportunities for children to talk to staff including the Head of Care or the Head Teacher.

There is extensive written guidance on how staff should respond to children and specific events as well as reinforcing acceptable levels of behaviour. This was reflected in the way the staff related to the children and reinforced appropriate language in a consistent, yet calm and patient fashion. There was a strong sense of a team approach, (and support and respect within the staff team), evident from the individual conversations with members of staff. Each child has a behaviour intervention plan that identifies behaviour issues and triggers and identifies de-escalation strategies. These plans have been recently reviewed. One member of staff reported that the school "*sets routines, guidelines and boundaries to children teaching children appropriate behaviour in a safe, supportive environment*".

Children are encouraged to achieve and earn greater responsibility via the school's reward scheme which is based on snooker ball colours. As children progress through the colours they earn greater rewards and from discussion during the inspection the children clearly respond to this system.

The school operates a clear and planned admission process. The written guidance is contained in the school Prospectus and Beginners Guide; the admission process includes home visits to the child and introductory visits to the school. Children will usually be shown around the school by another child. New admissions, (for boarding), are discussed in advance by the staff at their Wednesday meeting and a gradual introduction process for boarders involving staying for tea and an overnight stay will be initiated. Files contained detailed admission information including risk assessment information. The school aims to re-integrate children into mainstream education, where possible, and any such moves are planned in advance and include initial visits by the child to the new school prior to a full return.

Placement plans and objectives are set out within the children's statements of special educational need and their admission details. This information then forms the basis of a child's 'Individual Social Programmes', (ISP's). These are reviewed termly and a written summary of the meetings held between the pupil and personal tutor are held on file. These contain specific targets such as maintaining a tidy bed space area, using polite language, etc and contain regular updates on progress towards these goals.

The school's prospectus comments on the importance of maintaining good contact between parents and children and details are given such as contact numbers for children and times when parents can call outside of the teaching day. From evidence in written files, discussion with children and with staff and from the comments made by parents there is an excellent level of communication going on between home and school. Children said they could use the telephone if they wished. Most of the children board for a few nights so return home each week. In a few cases children board over the weekend and have fortnightly weekly visits home. In some cases there may be authorised restrictions on home contact and visits may be supervised.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Children can wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

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

16, 21, 23, 24 & 25

Money looked after on behalf of the children is properly handled and recorded.

The school develops links for children who are due to leave school.

The boarding environment on the school site is limited and personal bed spaces are small. Surlingham House offers more space and opportunities for independent living.

EVIDENCE:

Children's parents remain responsible for their clothing and personal requisite needs; the children are able to store their belongings in their own bedrooms and toiletries and clothes are for personal use only. The children's pocket money is held in safekeeping by the care staff and is given to children on request. Records are kept of each child's expenditure. The samples seen during the inspection were correctly maintained. As part of the reward scheme children can earn the right to go to the local shops if they demonstrate appropriate levels of responsibility, (and such freedoms are also discussed with parents and carers).

The school promotes opportunities for children who are due to leave school. Further education routes at local colleges are followed up and the success of a student in being offered a place on such a course was announced in the twice-weekly school meeting. The school also has links with the Connexions Advisor.

In general the school building is a pleasant environment and a lot of work has taken place over the last year to upgrade aspects of the premises. The actual boarding provision has its limitations with bed areas being small. The residential accommodation at the school site is separated into four individual units, each of which accommodates up to five children. The units are linked in pairs and share a lounge and kitchenette. A staff sleep in room is located on each pair of units.

Two children gave the Inspector a tour of the accommodation. The accommodation is furnished and decorated appropriately and the children have access to a range of rooms for private activities, play and recreation. The children accommodated on the school site are generally the younger age range in the school and children move to Surlingham House as their social behaviour improves.

The children's bedrooms on the school site are not of an adequate size. The children all have a single bedroom, which contains a desk and adequate storage space to store personal belongings and individual children have personalised their rooms, but the floor space in each room is limited. The restrictions posed by the premises was one of the key issues that staff raised in both their questionnaire responses and in discussion. However, the windows in each of the school site-boarding units have been replaced with new double glazed frames. **See recommendations.**

The accommodation at Surlingham House provides a more homely type environment due to the nature of the building. The house is appropriately furnished and decorated and promotes a bright and welcoming atmosphere. The children at Surlingham House either have individual bedrooms or share bedrooms with children of a similar age. The bedrooms are all of an appropriate size. Surlingham House incorporates a small flat, (Braemerton Lodge), which can be used by children who are working towards specific independence skills.

The individual units on the school site have their own toilet and bathing facilities; each group of five children share two toilets and a separate shower and bath. The children advised that they do not have to queue to use the facilities at any time and there is always sufficient hot water for everyone, (though refer to comments on hot water above). The children accommodated at Surlingham House have access to two toilets and a separate shower and bath; there is an additional bathroom with en-suite toilet available for use in Braemerton Lodge. Surlingham House will usually accommodate up to a maximum of eight children.

Management

The intended outcomes for these standards are:

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

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

1, 18, 19, 28, 29, 30, 31, 32 & 33

The school produces informative and useful information about their facilities and aims and objectives.

Case files contain appropriate information give a clear picture of progress and developments with each child.

Staffing is suitable for the numbers of children accommodated and the staff undertake relevant training to deliver a good service to the children and their families.

The Head Teacher is fortunate to have a committed and enthusiastic staff team supporting her.

Half termly visits and reports are now being undertaken in line with standard 33.

EVIDENCE:

The school has produced a wide range of informative literature both for in-house use and for the use of parents, carers and children. All of the essential information appears to be included and the school also gives details about how children fare at exams as well as other useful facts. The information is provided in an appropriate format for children and their parents to understand.

Each child has a detailed case file which, from observation of random samples, the staff keep up to date with informative comments. The ongoing notes recorded by staff are still being printed off the computer system, (EPAR), and placed on file as the computer system continues to prove somewhat unreliable. In some cases this means comments can be replicated several times. However, the notes demonstrated a good picture of progress, family contact. The relevant information required by standard 18 is on file.

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

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

The school maintains a file on each member of staff, though has still not been able to gain copies of documents from County Hall relating to long established staff members. Information is being kept on new members of staff.

Staffing rotas were provided for the inspection. On the school site there are five staff covering the four units, (which are all situated close to each other), and a maximum of 20 children will be accommodated at any one time. One of the five staff members will be a senior. Two members of staff and a senior sleep-in overnight. One member of staff and a senior sleep-in at Surlingham House.

The staff are all involved in the 'Well-Being' project which seeks to promote an environment in which staff feel supported and are able to promote development initiatives. This process has been reinforced by training days and shorter sessions. The lead facilitator for this project displayed impressive enthusiasm for the project and its progress, (the project has been running for 3 years), has clearly impacted in a positive fashion. Numerous staff comments were made in questionnaires about there being a "*consistent and professional staff team*" and "*total faith and trust in all of my colleagues*". These comments

were reflected in the discussions that took place with staff over the two days of the inspection.

Staff undertake a variety of training. Induction training has a specific format which is signed off as the new member of staff works through it. Examples of on-going training include anger management, life guard training, food hygiene, fire training, ACPC training, First Aid, (including appointed person training), Team Teach, (including advanced tutor courses) and NVQ training. Currently five members of staff are undertaking NVQ training at level 3. Some staff have the assessors award and NVQ at level 4 in care. The Head of Care holds the Diploma in Social Work, NVQ assessor and verifier awards and is a Team Teach advanced tutor. She has also completed ACPC Designated Teacher Training.

Supervision is in place for staff and they are able to select their supervisor. Supervision sessions are in addition to staff development sessions and staff clearly value these opportunities. One comment by a member of staff in their questionnaire reported that, for staff, there is the *"opportunity to talk at any time. Always someone available to listen"*.

The school is now receiving half termly visits from a Local Authority 'visitor' and the first visit took place in February 2006. A report of the visit has been produced for the Head Teacher and the Board of Governors. Areas covered in the report include a check on the use of physical interventions, a check on the record of complaints and sanctions and an assessment of the premises. The children and staff were also introduced to the visitor and made aware that they could ask to speak to this person in private if they wished. A detailed report has been produced which the school have found informative and helpful.

SCORING OF OUTCOMES

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

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

“X” in the standard met box denotes standard not assessed on this occasion
 “N/A” in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	2
15	4

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
3	3
4	3
5	4
6	3
7	3
8	3
10	3
26	2
27	2

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

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	3
21	3
23	3
24	2
25	3

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
18	3
19	3
28	4
29	4
30	3
31	4
32	3
33	3

No

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	RS14	Medication should be dispensed directly to the recipient from its original container to avoid the possibility of errors occurring.	
2	RS3	Telephone locations should be made as private as possible so that children can make calls in confidence.	
3	RS27	All staff who may have unsupervised access to staff should have an enhanced Criminal Records Bureau check including domestic staff.	
4	RS26	The temperature of hot water at the point of delivery should be regulated in residential areas to prevent risk of scalding. Radiators should also be assessed to ensure they do not pose a similar risk. Those that do should be covered.	01/06/06
5	RS24	The school site residential accommodation does not promote privacy and bed spaces are very restricted. Consideration should be given to improving these facilities for children in the medium to longer term.	

Commission for Social Care Inspection

Norfolk Area Office

3rd Floor

Cavell House

St. Crispins Road

Norwich

NR3 1YF

National Enquiry Line: 0845 015 0120

Email: enquiries@csci.gsi.gov.uk

Web: www.csci.org.uk

© This report is copyright Commission for Social Care Inspection (CSCI) and may only be used in its entirety. Extracts may not be used or reproduced without the express permission of CSCI.