



Making Social Care
Better for People

inspection report

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

Northeast Manor School

Rodmell

Lewes

East Sussex

BN7 3EY

28th & 29th June 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

Northeast Manor School

Address

Rodmell, Lewes, East Sussex, BN7 3EY

Tel No:

01273 472915

Fax No:

01273 472202

Email Address:

Office @northeast.co.uk

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

Northeast Manor School

Name of Head

Mr Paul Stanley

CSCI Classification

Residential Special School

Type of school

Specialist school for
dyslexia

Date of last boarding welfare inspection:

20/11/03

Date of Inspection Visit		28th June 2004	ID Code
Time of Inspection Visit		10:00 am	
Name of CSCI Inspector	1	Lindy Latreille	143620
Name of CSCI Inspector	2	Corrie McKeown	098589
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Name of Specialist (e.g. Interpreter/Signer) (if applicable)			
Name of Establishment Representative at the time of inspection		Paul Stanley, Headmaster.	

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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 Northease Manor 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

Northeast Manor School is a day, and weekly boarding school, for young people aged between 10 and 17 years of age.

It is a DfES approved co-educational day and boarding special school for pupils with specific learning difficulties (Dyslexia).

At the time of the inspection there were a total of 71 pupils on the school roll, 26 pupils had left the school following the completion of their year 11. Of the present pupils 35 were boarders, of which 27 were boys and 8 were girls. There are four boarding houses; two on the main site, which provide accommodation for the boys, and two across the road that provide accommodation for the girls.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Northeast Manor School continues to offer good opportunities to students with the Specific Learning Difficulties, of which Dyslexia is the main one.

The School provides many different avenues for the young people to use, should they wish to discuss anything that concerns them.

The School provides an extensive and varied programme of leisure activities, and individualised support to pupils, both through their own resources, and by using external specialised support.

Training is identified as a high priority for all staff, and the school encourages an environment where child protection is the responsibility of every one.

The School has a very thorough approach to risk assessment, fire and maintenance. Verbal and written communication between all the staff at the School is effective.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

The School would benefit from taking into account the opinions and views from pupils, and provide feedback that can be retained by the pupils.
That the complaints procedure is made available to parents. That more details of complaints should be recorded including the outcome and action taken.
Further consideration of the provision of healthy menus that offer what pupils want with the balance of good nutrition.
The boarders could have greater, and more informal, access to the Independent Person.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Northeast Manor School is a DfES approved Co-educational day and boarding special school for potentially able young people with Specific Learning Difficulties (Dyslexia).

Northeast Manor School is a well-maintained and safe environment. There is a committed staff group with strong leadership. The small size of the school is a strength. There is clear communication, thereby ensuring that young people's individual needs, and idiosyncrasies are identified.

Feedback from pupils, reported to inspectors, that the school has helped them gain confidence and self esteem in a specialised setting. Written feedback from parents to the school was positive, and evidenced by letters. The school provides a twenty-four hour structured environment, that strives to ensure that the academic and social development compliment each other.

Interactions between staff and boarders was positive and the senior staff were supportive of the teaching and care staff; the care staff at Northeast Manor School are referred to as 'Residents' in the school setting. The staff team appeared to be working well together and are striving to achieve as much consistency as possible.

A plan to build another boarding house on the main site is a significant, and positive, development. This will enable all the boarders to live on the same site and will curtail the need for the girl boarders to cross a busy and hazardous, road to go to and from school every day.

Summary of Headings.

Standard 1 (Statement of school's purpose.)

This standard was met. The purpose of the school is clearly set out in the prospectus and is amended when necessary.

Standards 2-4. (Children's Rights.)

Of the 3 standards assessed all were met. The young people identified the lack of evidence to support the gathering, and inclusion of the young people opinions, and their understanding of the complaints process. Systems are in place to manage this issue but the educational challenges of the young people frequently prevent their retention of such information.

Standards 5-8. (Child Protection.)

Of the 4 standards assessed all were met. The school has on going child protection training for all staff. The school monitors bullying and has thorough systems in place to ensure that the whereabouts of pupils are known at all times.

Standards 9 & 10. (Care and Control.)

Both the standards assessed were met. Behavioural expectations are made clear and the Inspectors saw positive and appropriate interactions between staff and pupils.

Standards 11-16. (Quality of Care.)

Of the 6 standards assessed 4 were met and two exceeded. The school has a flexible admission policy, which identifies suitable young people, to be admitted and actively pursues each young persons potential. The Pharmacy Inspector, of the Commission for Social Care Inspection, will contact and assist the Head of Care's medication review. The school

provides a very varied choice of activities supported by qualified educational staff and carers.

Standards 17-22. (Planning for Care.)

Of the 5 standards assessed 2 was met and 2 were exceeded. The Head of Care is approaching the end of his first year, which has included two inspections by the Commission for Social Care Inspection (CSCI) and is to be commended for introducing systems where none were in place previously. With the development of the care plans the school will have established an effective management of the care needs of the young people, and a means by which evaluation can be evidenced. The school offers very good individualised support to pupils, and is pro-active in maintaining the safety and well-being of troubled pupils.

Standards 23-26. (Premises.)

Of the 4 standards assessed 1 was met, and 2 exceeded.

The accommodation is well maintained and comfortable. The girls' changing facilities on the main school site are inadequate, but plans are in place to address this situation. The school has a very thorough risk assessment system in place.

Standards 27-30. (Staffing.)

Of the 4 standards assessed 3 were met and 1 exceeded. The school is developing the training, supervision and appraisal of the staff group. All staff are subject to CRB checks and follow the school recruitment process.

Standards 31-33. (Organisation and management.)

Of the 3 standards assessed all were met. National Vocational Qualification training for staff is soon to start to fulfil the National Minimum Standards' timescale. The school has strong leadership and strives to develop the pupils positively, as far as their abilities allow.

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION

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

No	Standard*	Recommended Action	
1	RS4	That the young people are further enabled to use the complaints process, in place, to air their concerns.	01/09/2004
2	RS15	That the views of the young people are responded to when the provision of food and drink is reviewed.	28/12/2004
3	RS17	That the Head of Care implements care plans that evidence the tracking of the pupils individual needs.	28/12/2004
4	RS15	That appropriate snacks and drinks are made available to boarders returning to school on a Sunday evening.	01/09/2004
5	RS25	That the water temperatures to showers are delivered at the appropriate safety temperature.	01/09/2004

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	RS31	That staff achieve National Vocational Qualification Level 3 in Caring for Children and Young People.
2	RS22	That the Independent Person visits out of school hours for the boarders.

3	RS2	That the opinions of the young people are, where appropriate, included in the running of the school.
4	RS4	That the complaints procedure is sent to all parents, or guardians, of new pupils.

Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. RS10 refers to standard 10.

PART B**INSPECTION METHODS AND FINDINGS**

The following inspection methods were used in the production of this report

Direct Observation	YES
Pupil Guided Tour of Accommodation	YES
Pupil Guided Tour of Recreational Areas	YES
Checks with other Organisations	
• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	NO
• Independent Person	YES
• Chair of Governors	YES
Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	NO
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	NO
Placing authority survey	NO
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	YES
Answer-phone line for pupil/staff comments	NO

Date of Inspection	28/06/04
Time of Inspection	09.00
Duration Of Inspection (hrs.)	22.00
Number of Inspector Days spent on site	2

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 annual review, of the statement of purpose, will follow the outcome of the school improvement plan; whereby questionnaires will be sent to staff and the parents of the Year 11 pupils. An external academic will evaluate.
The Headmaster considers Northease Manor School, to be a data rich environment and he wishes to extrapolate the key achievements of the pupils attending the school.

CHILDREN'S RIGHTS

The intended outcomes for the following set of standards are:

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

Standard 2 (2.1 – 2.9)

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

Key Findings and Evidence	Standard met?	3
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The young people told the Inspectors that there are many staff that they speak to if concerned, and the Inspectors observed effective communication between pupils and staff. The young people commented to the Inspectors that they felt that their opinions are not being valued, or actioned, when they contribute them.

In looking through the documentation it became apparent that the systems are in place for communication, but the feedback to the young people is verbal and as many of the young people have poor memory skills, this is sometimes a reason for misunderstanding of the outcomes of concerns. Where pupils' opinions are actively sought there could be a benefit to pupils and staff to maintain a record of the outcome.

The School Council is the means by which positive and negative issues can be raised. All young people are elected by their peers to represent them.

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
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The school has guidance and policies on privacy, confidentiality, and room searches. Many pupils have mobile phones; and all have access to telephones in their boarding houses, enabling calls to be made in private.

Children's records are kept secure and staff are conversant with procedures on sharing information when it is appropriate. The school has implemented guidelines on how pupils can gain access to their records.

Standard 4 (4.1 - 4.8)

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

Key Findings and Evidence**Standard met?**

3

The evidence supports that the systems are in place for pupils to make a complaint; though few of them appeared aware of the procedure. In the Boarders Handbook the wording of the explanation of making a complaint is rather limiting, and difficult to understand for pupils with communication difficulties.

The Inspectors would like to see the policy reviewed to include the full requirements of the National Minimum Standard 4, and the details of contacting the Commission for Social Care Inspection to be posted in the telephone booths. The pupils told the Inspectors of complaints that they had made, and yet no complaints were recorded. The Headmaster confirmed that these complaints were not received through the complaints route, and pupils' "grumbles" are not recorded as complaints.

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?

3

Northeast Manor School has a child protection policy. The Head of Care is the member of staff designated to provide child protection and advice. Child Protection training is given to all the staff including domestics, catering and administrative staff.

There is a copy of local ACPC procedures in the Head of Care's office and the Head of Care is aware of the protocol to be followed in the event of any child protection concerns and the necessity to inform the Commission for Social Care Inspection.

Northeast Manor School has a policy of "No Touch" which is seen as a positive way to provide maximum protection for both pupils, and staff.

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
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Northeast Manor School has a clear approach to the issue of bullying, that it will not be tolerated. There is a policy in place that is displayed around the school and the issue is addressed in the classroom and in assemblies. Where bullying is reported the school will take swift monitoring action. Staff spoken to at the inspection were aware of dynamics, which could give cause for concern, and were monitoring these.

Percentage of pupils reporting never or hardly ever being bullied	98 %
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Standard 7 (7.1 - 7.7)
 All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.

Key Findings and Evidence	Standard met?	3
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The school are aware of the reporting of significant events to the appropriate bodies, including the Commission for Social Care Inspection.

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

• conduct by member of staff indicating unsuitability to work with children	0
• serious harm to a child	0
• serious illness or accident of a child	1
• serious incident requiring police to be called	1

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
Northeast Manor School has clearly written procedures regarding the issue of absence without authority. Additionally the school has a very thorough system in place that ensures that the presence of children is constantly monitored. If a child absents himself or herself from an activity or lesson as a means of taking 'time out', this information is immediately shared with a senior member of staff so that the child can be monitored from a distance to ensure that they do not leave the premises without permission.		
Number of recorded incidents of a child running away from the school over the past 12 months:		1

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?	3
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There are clear and safe expectations of behaviour in the school; and the pupils that the Inspectors spoke to understood these. Interactions seen between pupils and members of staff were positive. Pupils seen by Inspectors reported that punishments are fair, and had members of staff that they felt they could approach if they needed to discuss anything. Only the matter of feedback was a concern to some the pupils, as outlined in Standard 2.

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?	3
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There is a merit system in place that rewards positive behaviour. All incidents of sanctions are recorded in a file specific for this purpose. Serious sanctions are recorded in a separate book and kept up to date by the Headmaster.

There has been one occasion for a young person to be physically restrained, for his own safety, since the last inspection. All procedures were followed safely.

The staff group have received restraint training.

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?	4
<p>Northeast Manor School has a clear admission process that is tailored to meet individual needs. Prospective pupils visit the school and are shown around by other pupils. Access to boarding can be achieved on an incremental basis at a pace suited to a pupil. Career plans are developed for pupils' aged 15 or above. The Careers Officer plays a very active role in this process and a variety of work experience placements have been found for older pupils. The Careers Office carries out risk assessments on all the work placements that are attended by the pupils. Careful consideration is given to each young person upon admission, and meeting their maximum potential, prior to leaving Northeast Manor School.</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?	3
<p>The size of the school means that information can be shared between the educational and care settings.</p> <p>Some staff are involved in both settings and this ensures continuity of communication, together with consistency.</p> <p>Daily information is recorded in a book in the staff room so that all staff are made aware of any significant information. Additionally boarding staff will seek out tutors or teachers if they have information that needs sharing on a more urgent basis.</p>		

Standard 13 (13.1 - 13.9)
Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.

Key Findings and Evidence	Standard met?	4
<p>Northeast Manor School is set in a large, rural and elegant site. It is possible to offer a variety of activities on different days of the week. Activities on offer include pool, table tennis, weight training, basketball, cooking, and art, I.T., listening to music and in the summer, swimming. There are activities that occur off site such as horse riding, air cadets and swimming at the local leisure centre.</p> <p>The Inspector was shown a very thorough risk assessment, for a field trip activity that was taking place on the second day of the inspection, and was off site.</p> <p>The activities week arranged every two years is subject to a thorough risk assessment and vetting by the school prior to the pupils going.</p>		

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
<p>The Head of Care has identified the need to create care plans, including health plans, and this he is actively addressing. The information will be taken from the young people's Statement of Educational Need, enabling staff to track and evaluate the outcome of their care needs.</p> <p>As the Head of Care is looking to update the policies and administration of medication, the Pharmacy Inspector from the Commission for Social Care Inspection will advise him, so that the revised system can continue to meet current need.</p>		

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

Boarders and Resident staff take all their meals in the dining room. All pupils and staff take a cooked lunch, or meal from the salad bar, and dietary requirements are known to the catering staff and provided for.

Many of the young people mentioned to the Inspectors that they would like to see a greater emphasis on healthy eating and choice, with more vegetables; but they were positive in their comments about the enlarged salad bar.

The meals that the Inspectors ate during the inspection were significantly processed foods.

There was evidence of home cooked desserts and there is always a large supply of fruit.

All boarders have access to hot drink of chocolate in the dining room, at 20.00, before going to their boarding houses.

The staff food committee is to be revived and they will consider the catering arrangements.

Some young people are able to make snacks and drinks in their boarding houses, in line with standard 15.10, but not all.

The boarders identified that Sunday evening could be difficult as the school did not supply food or drink; and only boarders who live some distance away are permitted to bring refreshments into the school.

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

There is a clear school uniform code for pupils during school hours. After school hour's children are able to dress in casual clothes.

As all the pupils who board do so on a weekly basis, parents provide all clothing and pocket money.

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

Boarders care plans are formulated using information and targets set out in their Individual Education Plans and Statement of Educational Need. These plans are reviewed on an annual basis and pupils have input into the goals. Additional to individualised goals are a list of targets that are generic to all pupils and are based on their compliance with school rules and routines. Pupils can gain merits if they do well in this system, around personal hygiene and organisation.

The documentation contained in pupils' files included all those requirements as set out in Standard 17.5, but not all care needs could be tracked to an outcome, or easily evaluated. Consequently the Head of Care is in the process of reviewing the focus on care.

Standard 18 (18.1 - 18.5)

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

Key Findings and Evidence

Standard met?

3

All the necessary information is kept in secure cabinets in the school office.

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?**

4

Northeast Manor School maintains various records specific to certain areas e.g. fire drills, maintenance, incidents, sanctions, medical histories, risk assessments, pupil attendance. These records are well maintained and monitored on a regular basis by members of the senior management team.

Standard 20 (20.1 - 20.6)

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

Key Findings and Evidence**Standard met?**

4

Boarders return home at weekends and during school holidays and are therefore able to maintain regular contact with their parents. Additionally many pupils have mobile phones and, others are able to use the payphones, if they wish.

The staff contact parents when there are issues, which require discussion. If parents or other individuals e.g. Counsellors or the Independent Person visit the school then space is made available to them to meet the pupils in private.

Northeast Manor School is looking to identify a dedicated room for counselling, so that an improved environment can be offered to the pupils.

The Inspectors saw an illustrated newsletter for the spring term; young people being involved in the production. This was sent to parents and guardians, detailing the external visitors together with school and sporting activities.

The report form for the summer term 2004 had an explanation for parents concerning the transfer from the Cottages to Northeast House for female pupils.

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?**

0

Not assessed on this occasion.

Standard 22 (22.1 - 22.13)

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

Key Findings and Evidence**Standard met?**

3

The small size of the school ensures that pupils' needs are known throughout the staff team. The school acknowledges that pupils will choose different staff to approach for support, and that this may not always be boarding staff or tutors, but support staff such as; the laundry assistant, domestic or catering staff. By training the staff in child protection the school has ensured an ethos of involving all adults no matter what their job title in ensuring pupils protection.

In addition to the support that children can gain on site from the established staff group, pupils have access to two Independent Persons and two Counsellors. An Independent Person and the Counsellor met with the Inspectors. They felt that they are appropriately used. The Independent Person is identified in the school's poster as someone to contact for making a complaint. The National Minimum Standards 22.8 views this person as someone who is fully independent of the pupil and the school, to whom the pupil may contact to discuss their personal problems or concerns about school. Boarders, who were asked by the Inspectors, seemed rather vague as to who the Independent Person is. The Headmaster confirmed that the Independent person has always been available to the boarders. As a consequence the Independent Person should be encouraged facilitate a relationship with the boarders.

Speech and language therapy is provided within the range of fees, occupational therapy is extra.

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?

4

There are discussions to explore the possibility of having all the boarders on the school site. This would negate the need for some boarders to cross the road outside the school. This is identified as extremely hazardous and all pupils wear fluorescent jackets and are supervised by staff in the mornings, and at other times the pupils must cross in pairs. The school has made several approaches to the Local Authority to request for improved signage and, or traffic calming. All approaches have been refused. The staff are to be commended on their vigilance and educating boarders in crossing the road.

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?

3

The school employs a Maintenance Person who provides ongoing repairs to the premises unless they are identified as needing more specialised input from a qualified plumber or electrician. Any maintenance issues are written in the Maintenance Person's book and a record is kept of when the work has been completed. The school has an annual maintenance plan, which is formulated by the Bursar and Maintenance Person. A specialised property management company assessed the whole school premises in 2001 and this has led to the school having a three-year action plan which complements the yearly maintenance plan. Pupils' rooms and common areas are well maintained and warm.

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?**

2

There are separate toilet and shower facilities for staff and visitors. There are sufficient showers, baths and toilets for the number of boarders. Some boarders reported that shower temperatures could vary from cold to very hot especially in the main school. Some female boarders in the cottage accommodation off the main site also reported this. The Maintenance Person monitors this on a monthly basis. The Bursar confirmed that she would investigate the difficulty. The Inspector was informed that a company was now contracted to oversee the storage, circulation and discharge of water. Where hot water is identified in excess of 43°C risk assessments will be put in place and warning notices to alert users will be displayed.

The female changing accommodation on the main school site is too small for the number of girls that use it. Consideration is being given as to how the school can address this inadequate facility.

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?**

4

The Bursar is responsible for health and safety and fire prevention, though some tasks are delegated.

Ongoing monitoring of maintenance issues, as well as a yearly maintenance plan, means that all the staff pick up health and safety issues. Emergency lighting is installed around the school premises.

The school operates a very thorough risk assessment process, with regard to planned activities, and the Inspector was shown copies of different risk assessments that were well thought out, and conscientiously completed. The school should be commended for this approach.

There has been fire training provided by the school. All staff that wish to drive a school minibus must first pass a test that is administered by the East Sussex County Council Transport Department.

The Bursar has attended Health and Safety training, as well as a Fire Warden course. The Maintenance Person has already completed the Fire Warden course.

It is clear that the school approaches the health and safety of pupils and staff very seriously. A fire prevention risk assessment has been written and put in place following an advisory visit from the Fire Service. Due to changing legislation the advice was comprehensive and extensive. All identified areas were upgraded within the timescales and completed.

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?

4

There are no volunteers at Northease Manor School. All Trustees and Independent Persons have a Criminal Records Bureau check. There is a robust system in place for the recruitment of staff and all necessary checks are carried out.

Educational staff are involved with the care of boarders outside school hours to provide an extended day provision. This allows the young people to maximise their contact with quality time to address their educational and leisure activities.

Total number of care staff:

7

Number of care staff who left in last 12 months:

1

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

There are sufficient staff in each boarding area.

On the first day of the inspection a member of staff due to work in one of the boarding houses became unwell and so the Headmaster and Head of Care covered her evening duties.

The school has a staffing policy that gives guidelines to the staff as to what they should do if there are staff shortages.

All the boarders are aware of how to summon staff in the event that they needed at night.

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

All new staff receive an induction. As the Head of Care approaches the end of his first year he will be appraised, and then continue with the care staff, which will identify their training needs. Training received has included control and restraint (Team Teach), First Aid, Fire prevention, and minibus driving.

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?**

3

A new system of supervision is in place, and this includes staff receiving feedback from managers on observed working practice. From this system Personal Development Plans can be formulated. The Head of Care is keen to develop the system more thoroughly so that apart from being primarily task focussed, supervision is also seen as a process that covers approaches to caring and how the work with the pupils can affect stress levels of the work force. The Head of Care has received training in Supervision and Appraisal skills.

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 School has a Head of Care who started the post in September 2003; this is his second inspection during his first year. His role well established in the supervision and management of care in the boys accommodation. He is less involved in the daily care of female boarders, but monitors the girls living situation in their boarding houses with a monthly visit and daily contact with the House Residents. Two female members of staff, one of whom is the Headmaster's wife, supervise the daily hands on management of the female boarders. Educational staff contribute their skills and knowledge outside the classrooms into the care setting.

There are clear lines of responsibility and accountability in the school's structure and the staff experience strong leadership.

The Head of Care has a Certificate in Therapeutic Child care from Caldecott College, providing accreditation at level 3. He is currently following a Professional Development Certificate part 1, having achieved part 2 last year. This qualification is equivalent to National Vocational Qualification level 4.

The Head of Care has arranged for staff to attend a local college to achieve their National Vocational Qualification Level 3 in Caring for Children and Young People. The school are keen that any training that is embarked upon is relevant to the specialist nature of the school.

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

0 %

Standard 32 (32.1 - 32.5)

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

Key Findings and Evidence**Standard met?**

3

The Headmaster is actively involved in monitoring the records as set out in Standard 32.2. He provides a report to the Governing Body at each Governors meeting. The Bursar provides financial information directly to the Governors and the school uses a local firm of accountants to audit and monitor the accounts on a yearly basis.

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

A member of the Board of Governors visits the school on a half termly basis to monitor those areas designated in Standard 33.3. The visits are the subject of written reports that are kept on file by the Headmaster. The reports cover all the areas specified in Standard 33.3.

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Empty box for Lay Assessor's Summary.

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 28th & 29th June 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

YES

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

NO

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 10th December 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>

D.3 HEAD'S AGREEMENT

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

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

Print Name _____

Signature _____

Designation _____

Date _____

Or

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

Print Name _____

Signature _____

Designation _____

Date _____

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

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