



Making Social Care
Better for People

inspection report

RESIDENTIAL SPECIAL SCHOOL

Sidestrand Hall School

**Sidestrand
Cromer
Norfolk
NR27 0NH**

Lead Inspector
Mrs Lella 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	Sidestrand Hall School
Address	Sidestrand Cromer Norfolk NR27 0NH
Telephone number	01263 578144
Fax number	01263 579287
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Norfolk County Council Education
Name of Head	Mrs S Fee
Name of Head of Care	Mark Fincham
Age range of residential pupils	8 – 16 years
Date of last welfare inspection	7 th March 2005

Brief Description of the School:

Sidestrand Hall School is a day and a residential special school maintained by Norfolk County Council situated three miles east of Cromer on the coast road. The school caters for children with moderate learning difficulties and associated behaviour problems aged from 8 to 16 years.

Set in approximately ten acres, the site is an important conservation area and includes woodland and gardens which are used by the children in their environmental science studies.

There are places for 105 children, 19 of which are currently resident at the school for a maximum of four nights from Monday to Friday. The residential provision presently comprises of three separate units situated in the main school building catering for girls, boys and more vulnerable pupils respectively. The school aims to provide a small group living experience in a safe, supportive and sensitive environment for those children where a specific need has been identified. Such provision is regularly reviewed to ensure that it remains relevant to an individual child's needs.

SUMMARY

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

This Inspection was undertaken by two Inspectors from the Commission for Social Care Inspection and took place on the 6th and 7th March 2006. The Inspection involved discussion with children and staff, including the Head Teacher, Head of Care, teaching/care staff and ancillary staff. Many of the records were inspected and a tour of the accommodation was undertaken. The Inspectors joined the children for meals, including during the evening and at breakfast. The Inspectors received 8 completed parents' questionnaires.

The Inspectors were made to feel welcome and the School participated in the Inspection in an open and positive way. In general, the school are providing a high standard of care for the pupils who board. Any recommendations for improvements are made at the end of this report.

What the school does well:

The children spoke positively about their experiences of boarding at the school. They said that the staff are kind and that they provide them with good support.

Some comments made by children:

" boarding is good fun"

"I really love it"

" ...lovely headteacher...has helped me and my mum a lot."

The children's individual needs are understood well by the staff and consistent plans are in place to meet these needs.

Care staff and teaching staff work well together so that the children receive additional support on a one to one basis as needed.

Positive behaviours are rewarded and children understand the system in place for dealing with negative behaviours.

There is good communication between the school and parents. Some comments made by parents:

" staff know the children well"

" ...caring and friendly staff"

"...they go out of their way to be helpful"

Children are able to take part in a range of activities after school has finished and risk assessments are undertaken for these.

Child protection is given a high priority with staff receiving training and any concerns being addressed and monitored.

What has improved since the last inspection?

In general, the school has continued to provide a high standard of care to the children who are boarding.

Since the appointment of the new Head of Care last year many of the records and procedures have been reviewed and updated.

The water pressure in Nelsons Nest has been improved which has been of great benefit. Some redecoration has taken place.

Care staff now have time to work in the school which has improved communication between teaching and care staff and has also increased the individual work that can be done with children.

Relief care staff have been employed which means that there is improved cover for sickness or to enable care staff to complete necessary paperwork.

The first half termly visit has taken place by a visitor appointed by Norfolk County Council.

What they could do better:

There are still some records that need updating so as to provide staff with accurate, up to date information.

The use of door wedges to prop open fire doors must be stopped and an alternative found so that the doors can be kept open safely.

The hot water and radiators are currently extremely hot and this situation needs to be addressed to reduce the risks.

Formal supervision needs to take place for the staff. Records of training need to be maintained and NVQ training commenced.

Pupils do not get a choice of meals at lunchtime and this situation needs to be addressed.

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 and 15

Staff are aware of the health needs of the children and plans are in place to meet these.

Boarders are able to take part in shopping for and preparing meals in the evenings but there is little choice at the lunchtime meal which is taken in school.

EVIDENCE:

The physical and emotional health needs of the children are identified and all staff are aware of the plans in place to meet these needs. Staff have a good understanding of how the emotional health needs of children can effect all aspects of their lives and work hard to address these consistently throughout the child's time at the school, including both teaching and boarding time.

The children's files include information about the child's individual needs and guidance about how to meet these needs as appropriate. The records show that referrals to health professionals are made when needed. The Head of Care has developed individual health profiles and these are in the process of being completed for each child. Once complete these will provide clear, up to date information which is easy to access.

Staff provide assistance with personal care needs with sensitivity and understanding. One of the children said that the staff assist them appropriately with their particular health needs. Children are given opportunities to discuss issues relating to their physical and emotional health and staff are aware of subjects being discussed within the classroom so that these can be followed up consistently by the staff in the boarding areas. For example, an Anti-bullying week recently took place in the school and this subject was discussed in the boarding areas also.

Staff receive training with regard to First Aid, medication and Epilepsy. There is a need to ensure that First Aid training is updated appropriately. **See Recommendations.**

The health and safety policy would benefit from including the names of the staff who are trained to administer first aid and medication. **See Recommendations.**

The school has met the previous recommendations with regard to medication. Medication is stored appropriately in each of the boarding areas. Staff receive training and the school follows the LEA medication procedures. There is written guidance for staff in the event of an emergency with regard to children with epilepsy. None of the children are currently self-medicating but children are encouraged to sign the administration record. It is recommended that a record of medication received in the boarding areas and that returned home is kept so that there is an effective audit trail. **See recommendations.**

The boarders take lunch with the day pupils in the dining room at school. The Inspectors joined the children for this meal. There are no choices of main meal although there is a choice of fruit or pudding for desert. At the previous Inspection there was a vegetarian option available but this is no longer provided as there are currently no vegetarian children having meals. It is recommended that consideration is given to providing a choice of meals at lunchtime as there are concerns that children will choose to eat very little, or nothing, if they do not like what is on the menu. **See recommendations.** There is one exception to the lack of choice but that is for one child who has a specific need around mealtimes due to autism. The staff sit with the children at lunch times and the children are encouraged to take turns for serving the meals and clearing the table.

The Bursar has undertaken some training with regard to healthy meals for schools and it is expected that this training will be cascaded to the cook and kitchen staff shortly.

The boarders spoke highly of the meals that they have in the evenings. The children take it in turns to write the weekly menu and to shop for ingredients before helping to cook the meal. Staff provide supportive guidance with regard to nutrition and choice of menus. The cook provides a copy of the lunch menus so that there is no repetition of meals. There is a good choice of healthy options for breakfast. Staff join the children for meals and this time is used for relaxed socialisation. The children take turns to assist with clearing away after meals.

The school continues to provide a breakfast club which is particularly useful for those children who travel a long way to school. It is recommended that the Food Hygiene training is updated for those staff whose training is out of date. **See recommendations.**

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

The privacy of the children is respected.

Children know how to complain and are confident that they will be listened to.

The welfare of children is promoted and any child protection issues are appropriately handled.

Significant events are notified to the appropriate authorities.

Children are assisted to develop appropriate behaviour and good behaviour is reinforced.

There are currently some issues that need addressing to improve the safety of the buildings.

The school are not able to fully evidence that all necessary checks have been carried out during recruitment as this information is held centrally.

EVIDENCE:

Staff are aware of their responsibilities with regard to the handling of confidential information and records are stored appropriately.

The children said that the staff respect their privacy and responses in the parents' questionnaires state that they are able to see their child in private if they visit the school. The school has made progress towards meeting the previous recommendation for all of the boarding areas to have a telephone which children can use in private. It is expected that this will be in place shortly. **See Recommendations.**

The children do not share bedrooms. They all have a lockable space in their bedroom for their own use. The bathrooms and toilets have locks on the doors.

Six of the eight completed parents questionnaires state that they are aware of who they can complain to but only four are aware of how to contact CSCI. This situation should now be addressed as the revised school brochure contains the details of the local CSCI office to which parents can address complaints if they wish to. A recommendation is made to include the local CSCI office details in the children's complaints procedure. **See recommendations.**

Individual complaint records are now available as well as the central record of complaints. There have been no complaints since the last Inspection.

When asked, children are able to name a member of staff who they would go to if they wish to make a complaint, or if they were being bullied. The children are confident that any complaints/concerns will be addressed by the staff.

The Head of Care is the designated person for child protection and has extensive experience of this area of work. There is good liaison with other agencies involved with child protection and the Head of Care attends training and meetings as appropriate. The staff who spoke to the Inspectors are aware of the procedures in place to report any concerns about child protection. Staff receive training with regard to child protection. It is recommended that the child protection procedure reflects the name of the Head of Care as the designated responsible person. **See recommendations.**

Children are aware that bullying is not tolerated at the school and are confident that staff will address any concerns about bullying. Children said that they are not bullied. The school has recently had a week long focus on

"Anti – Bullying" which the children said was interesting and enjoyable. The issues of bullying and protection from other abuse is covered within the school curriculum and also discussed in the boarding areas.

Two of the staff have recently attended training and set up a "Nurture" group which provides identified children with the opportunity to spend some time in a different setting which is located in one of the boarding areas. The focus of this time is of providing a nurturing environment in which children are given opportunities to develop through socialisation and play.

The school has systems in place for notifying the appropriate authorities of any significant events. CSCI has been notified of issues appropriately.

There have not been any incidents of children being absent without authority and the school has a procedure covering this issue of which the staff are aware.

The school has good systems in place for encouraging positive behaviour and for dealing with difficult behaviour. The children have a good understanding of the systems in place for gaining/losing credits. These arrangements are also carried out in the boarding areas and the children showed the Inspectors how the credits are recorded on the wall in the boarding area. The boarders in one area spoke proudly of being the "boarder of the week" and how this can be achieved. The children are aware of the Behaviour Improvement Centres and their purpose. These are centres located in the middle and the upper school where children can go if removed from the main classrooms for any reason. Children are encouraged to reflect on their behaviour and how they could have dealt with situations differently for a more positive outcome.

Staff receive Team Teach training and there is a core team of staff who are known as the Behaviour Team. There is always one of these staff on call during the day to provide support in situations when a child's behaviour requires extra support. Staff and children said that physical restraints are not used in the boarding areas as these have not been necessary. Children are aware of the physical restraints that might be in use and of the reasons for this. One of the children's questionnaires states that the use of sanctions and rewards is *"...very fair."* One of the children said that the staff *"...help me with my behaviour."*

The majority of the parents who completed questionnaires are aware of the sanctions in use at the school and of the school rules and feel that these are fair. Two said that they are not aware of what the sanctions are.

Appropriate records are kept of sanctions and physical restraint. A member of the behaviour team is responsible for ensuring that the records are transferred on to the computer system which can be used to review and audit the behaviour of individual children and the success of individual plans in place to address behaviour. The children's files contain guidance to staff about how to

promote positive behaviour and deal with difficult behaviours for individual children.

Risk assessments are carried out for all activities, including those undertaken by boarding pupils in the evenings. Individual risk assessments are carried out for the children and kept in their files. There is evidence that these are reviewed and updated as necessary.

A regular programme of maintenance and servicing of the fire safety equipment and gas installations continues to be in place with records available to evidence this. Children are aware of what to do in the event of a fire and are included within the fire drills that take place. Children are also aware of the security arrangements in the boarding areas overnight.

During the Inspectors' time in the school and boarding areas it was noted that the majority of the doors were wedged open. These are often fire doors and therefore should not be wedged open. Staff said that the wedges are removed at night as the security alarm will not work if doors are left open. It is recommended that the school find a suitable alternative which enables doors to be left open to facilitate work with the children but also meets fire safety requirements. **See Recommendations**

The school has improved the security of the school grounds and provided security gates at the entrance of the school in the last two years. There are appropriate systems in place for visitors to sign in and out.

The problem of poor water pressure in one of the boarding areas has been addressed since the last Inspection and whilst this has been a big improvement it does seem to have caused some other problems. The water in the showers in Poppyland is difficult to heat and the hot water temperature in the baths in all of the boarding areas is extremely hot. It is recommended that this is addressed and that risk assessments are undertaken with regard to this issue as a matter of urgency. **See recommendations**

The school follow the local education authorities recruitment procedures and some of the information is retained at County Hall which makes it difficult for the school to evidence that the necessary checks have been carried out. The recommendation for this situation to be addressed is repeated in this report. **See recommendations**

The school does not employ gap students or agency staff. The adults who live on site are members of staff and have therefore gone through the Norfolk County Council recruitment processes.

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 and 22

The care staff and teaching staff work well together to provide consistent support to the children.

The children take part in a variety of activities for which there are appropriate risk assessments.

Children receive a high level of individual support.

EVIDENCE:

The previously high standard of joint work between teaching and care staff has been further improved by changes introduced during the last year. The care staff now have time allocated for them to work within the school for part of the morning. Some of the teaching staff also work in the boarding areas. Staff said that this has meant that there is greater consistency of support provided to the children.

There is a morning meeting at which information about children can be passed on to the teaching staff. The care staff also have a handover meeting during the afternoon. The systems in place for communicating about the children are effective. Some of the targets within the children's placement plans relate to the educational targets that they are working towards in school. A member of staff gave an example of a situation whereby the teacher has provided information about reading targets so that the care staff can assist the child with this during the evenings.

The children described a range of activities which they take part in after school has finished. These include leisure activities such as swimming and cycling as well as activities designed to promote skills and independence such as

shopping and cooking. Children spoke enthusiastically about the activities that are available to them. On the evening of the Inspection the children went swimming and then enjoyed celebrating the birthday for one of the children at a party. Risk assessments are carried out for the activities and these are updated as necessary.

There are games, books, musical instruments and computers available to the children in the boarding areas. Children have time for relaxing as well as the choice of taking part in organised activities.

The children receive good individualised support from the staff with additional support being provided at times of personal stress. The staff have a good understanding of the needs of the children and these are also well documented. There are systems in place to meet the needs of children at particular times, for example, the nurturing group and the behaviour centres. Children in years 10 and 11 also continue to receive support from the school's Mentoring scheme.

The school has increased the amount of home visits that staff undertake over the last year. The staff and children commented on the benefits of this but there are implications with regard to the staffing hours of which the Head of Care and Head teacher are well aware.

Comments from the completed parents questionnaires include the following:

"..staff know the children well."

"..they look after the children very well."

" staff go out of their way to be helpful."

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 and 20

The views of the children are listened to and there are positive relationships between staff and children.

Appropriate support is provided during admission and leaving processes

The needs of the children and the support required is documented and understood by the staff.

Children are supported to maintain contact with family.

EVIDENCE:

The school continues to seek the views of the children in both formal and informal ways. The children have recently completed a questionnaire about life at school and the results of this were positive. The Head gave examples of how changes have been made following suggestions from the children. Children take part in their reviews and prior to this spend time with a member of staff to discuss issues relevant to the review.

There is a School Council and one of the boarders is a representative at this. Recently the School Council has not been as effective as in previous times but the staff are aware of this and there are plans in place for improvements.

The staff liaise with parents and the completed questionnaires from parents contain positive responses to the issues of liaison, providing information and seeking parents views about the children's care. The responses were mixed about whether parents views are sought about the running of the school.

The Inspectors observed positive relationships between staff and children. The staff have a good knowledge of the needs of the children and clearly care about the children. Examples were seen of staff negotiating with the children and dealing appropriately with situations around acceptable behaviour. Discussions with staff show that they are aware of the need for professional boundaries when working with children. Children speak highly of the staff and appeared relaxed and comfortable with staff.

The Head of Care has developed a new format for the placement plans over the last year and the information about the children's needs and how these are met are being transferred to these. The written information is more clear and detailed than in previous Inspections and this reflects the hard work that has been carried out in this area. Children know about their placement plans and what these include. Staff are aware of the necessary documentation that has to be completed.

In the last year the school has developed a children's brochure which provides information to prospective boarders in an easy to understand format using pictures and clear language. Children told the Inspectors that they had visited prior to making a decision to board and that they had been given good information about what boarding would be like. All of the returned parents questionnaires indicate that parents are provided with good information prior to their children boarding.

Many of the children who are boarding do so for the majority of their time at the school and planning for them leaving is part of their placement plan and work is carried out in the school and boarding areas to best equip each child for when this happens.

The school continues to provide encouragement and support to children to maintain contact with family, where appropriate. Any restrictions imposed on contact with family, or other persons, is respected by the school. As previously mentioned in this report, the parents questionnaires contained positive responses to the issue of contact between school and themselves. The school has home/school diaries and the format for these for the older children is currently being reviewed to make them more effective. The school also publishes a newsletter.

Last year the school organised the fete, parent/teacher meetings and the prize giving all on the same day and the Head said that this was very successful with many of the parents attending. Some of the children live some considerable distance from the school and so it can be difficult for parents to visit. The staff

provide transport for parents on occasions. Reviews can also be held at the child's home or at a venue nearer to their home if this makes it easier for parents to attend.

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, 23, 24 and 25

Children are encouraged and supported to maintain and develop their independence skills.

Improvements have been made to the premises but there are still some issues outstanding, which are part of the school's ongoing maintenance plan.

EVIDENCE:

Children are able to bring their own clothes to wear after school and have appropriate storage for these. There are laundry facilities for children to be supported to carry out their own laundry or for the staff to do this. Children have their own toiletries and staff assist with the purchase of these during shopping trips if necessary. Weekly shopping trips take place for the children to spend their pocket money and to purchase food for the evening meals. Children are aware of the guidance in place with regard to what they can spend their pocket money on. Records are kept of the children's money which the staff look after for safekeeping.

The school does not accommodate children with physical disabilities as the boarding accommodation is on the first floor and there are no lifts. There are three separate boarding areas, which have their own staff teams. None of the children share a bedroom. Each of the flats has separate lounge, dining,

laundry and kitchen areas and their own bathrooms. There is evidence that the children are encouraged to personalise their rooms and the communal areas which makes them look more homely. Staff have sleep-in rooms which are suitably located in order to be able to respond to children during the night. Appropriate security measures are in place to keep the children and staff safe. Children are aware of the security measures and described these to the Inspector. Children have a lockable cupboard in which they are able to keep personal items securely if they wish to.

As previously mentioned in this report, the improvements to the water pressure in one of the flats, Nelson's Nest, has been a very positive change. However, possibly as a consequence of this, there is now a problem in Poppyland as it is difficult to obtain hot water in the showers there. The children raised this as an issue with the Inspectors and staff confirmed that there is a problem. The Head is aware of this problem and it is part of the ongoing maintenance plan.

There have been new sinks fitted in Nelsons Nest which are an improvement but there is an ongoing issue in this flat as there is only one toilet for the children and this is located within the bathroom which can cause some difficulties on occasions.

See Recommendations.

There are still some areas of the boarding areas which are in need of redecoration. It is recognised by the Inspectors that over the last two years extensive work has been carried out to the school to improve the facilities and that this has been costly. However, it is recommended that those areas relating to the environment highlighted in this report as needing attention remain a priority in the school's overall development plan.

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 and 33

Clear information is available about the school's care principles and practice for boarding pupils.

The children are looked after by staff who clearly understand their needs and are able to meet them consistently.

Staff receive training and good, informal support but there is a need to ensure that all staff receive updated training, including NVQs, and formal supervision.

Systems are in place for the effective monitoring of a range of issues.

EVIDENCE:

Improvements have been made to the Statement of Purpose and there are now only minor amendments needed to ensure that it contains all of the information listed in Standard 1. **See Recommendations.**

The quality of the children's files has improved since the last Inspection and this is another indication of the work that has been carried out by the Head of Care to improve the systems in place. The other records that are required to be kept are maintained as necessary. These include a staff register, accident record, menus, events, visitors and staffing rosters. There is appropriate storage for the archiving of this information.

The staffing rosters indicate that there are sufficient staff on duty to meet the needs of the children who are boarding. Discussions with staff and children confirm that this is the case. Each boarding area has its own staff responsible for the afternoon/evening and morning times. A member of staff sleeps in each flat and so are available to meet the children's needs during the night. Children are aware of how to contact the member of staff during the night. Only female staff work in the boarding area where the girls board.

Staff said that there is now more flexibility within the staffing team with improved cover for times of sickness or to enable staff to carry out other work, such as home visits or maintaining written records. The school has recently employed two relief staff who work in the boarding areas and this has improved the staffing situation.

All staff have access to the training provided within the school which is provided by the LEA. Staff said that they have received training in a range of subjects such as First Aid, Team Teach, Epilepsy, Medication administration, Food Hygiene, Child Protection and Fire Safety but that some of this training was carried out some time ago. It is recommended that the Head of Care ensures that all staff have received appropriate updates of necessary training and that a record of training is kept within the staff development files. The Head of Care is currently looking for an appropriate training provider to provide NVQ training for the care staff.

See recommendations.

Staff said that they feel well supported by the Head of Care, deputy and the Head and that they are always able to discuss any issues with someone from the management team. However, there is a need for the staff to receive formal supervision and for this to be recorded. The Head of Care has developed a system for this to take place and it is expected that this will be implemented shortly. **See recommendations.**

The Head receives appropriate professional support and in turn provides supervision to the Head of Care.

Staff have access to the full range of school policies and procedures and copies of these will be placed in the new care staff office located next to the boarding flats. The Head of Care is developing a staff handbook specifically for the care staff although they do have access to the staff handbook for the school.

See recommendations.

The Head of Care has been in post for a year and has undertaken considerable work since then. He has substantial experience of working with children in a residential setting and appropriate qualifications. The Deputy head of Care and the full time care staff also have substantial relevant experience. The staff said that they feel that they work well as a team and that they receive good support from each other and the management team.

There are a range of monitoring systems in place to regularly audit and review issues across the school, including boarding. The Head continues to report to the governors and the governor's sub-committees consider a range of issues such as health and safety, staffing, care and curriculum. Certain monitoring tasks have been delegated to the Head of Care and the records show that this is being carried out appropriately.

Norfolk County Council has recently appointed someone to undertake the half termly visits as per Standard 33 and the report following the first visit was given to the Inspectors. It is a positive step that this is now being undertaken. The report seen was the first one completed and it is expected that the format will be reviewed to ensure that it covers the issues listed in Standard 33.

See recommendations.

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	3
15	2

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
3	3
4	3
5	3
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	3
22	4

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

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

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
18	2
19	3
28	3
29	2
30	2
31	2
32	3
33	2

yes

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	It is recommended that a record of medication received and that returned is kept	
2	RS5RS14RS15	It is recommended that all staff have received updated training with regard to: Food Hygiene, First Aid, Child Protection	
3	RS3	It is recommended that the work commenced in relation to the provision of a children's telephone in Barclay Court be completed as soon as possible	
4	RS4	It is recommended that the contact details of the local CSCI office are included in the complaints procedure	
5	RS26	It is recommended that a suitable alternative is found so that the doors in the boarding areas can be kept open without the use of wedges	30/04/06
6	RS26	It is recommended that the temperature of the hot water is regulated and that, as a matter of urgency, risk assessments are carried out with regard to the hot water	31/05/06
7	RS27	It is recommended that the school liase with the LEA to ensure that they are able to evidence that all necessary recruitment checks have been carried out	
8	RS25	It is recommended that the problem with the	30/04/06

		showers in Poppyland is addressed so that the water is warmer	
9	RS25	It is recommended that additional toilets be provided in Nelsons Nest	
10	RS29	It is recommended that staff training is recorded in individual staff development files	
11	RS29	It is recommended that NVQ training is provided	
12	RS30	It is recommended that the handbook for care staff and the staffing policy for the boarding areas are completed	
13	RS31	It is recommended that care staff receive formal supervision	
14	RS1	It is recommended that the minor amendments to the Statement of Purpose are carried out so that it contains all of the necessary information	
15	RS14	It is recommended that the health and safety policy contains the names of staff trained to provide first aid and to administer medication	
16	RS15	It is recommended that children are offered a choice at lunchtimes	
17	RS5	It is recommended that the child protection policy includes the name of the designated responsible person	

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.