



Champions for
Social Care
Improvement

inspection report

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

Sidestrand Hall School

Sidestrand

Cromer

Norfolk

NR27 0NH

17th March 2003

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**

Sidestrand Hall School

Address

Sidestrand, Cromer, Norfolk, NR27 0NH

Tel No:

01263 578144

Fax No:

01263 579287

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

Norfolk County Council Education

Name of Head

Mrs S Fee

NCSC Classification

Residential Special School

Type of schoolResidential Special
School**Date of last boarding welfare inspection:**

N/A

Date and Time of Inspection Visit		ID Code	
Name of NCSC Inspector	1	Mrs Dorrit Andrews	074945
Name of NCSC Inspector	2		
Name of NCSC Inspector	3		
Name of NCSC Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable)			
Name of any Signer or Interpreter			

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INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the National Care Standards Commission (NCSC) 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 NCSC in respect of Sidestrand Hall 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

This report is a public document.

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

Sidestrand Hall School is a day and 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 all children in their environmental science studies.

There are places for 110 children, 15 of whom are currently resident at the school for four nights from Monday to Friday. The residential provision presently comprises of three separate units situated in the main school building catering for senior boys, senior girls and mixed juniors 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 the child's needs.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

The depth of work undertaken by the residential units is to be applauded. Children are encouraged and enabled to develop practical skills that will stand them in good stead for when they leave school. Furthermore, the focus on individual needs and tailored goal setting enables children to gain in confidence whilst enhancing their social skills and emotional development.

Relationships between staff and children are good. Despite some of the difficulties posed by the accommodation, staff are committed to utilising the facilities to the advantage of the children and endeavour to provide a homely environment.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

Record keeping needs to be improved in order to meet the new standards and to reflect the school's revised policies and procedures.

Attention is drawn to those areas of the boarding accommodation needing redecoration and refurbishment. The Inspector acknowledges the redecoration completed thus far which is a marked improvement. However, it is questionable as to whether the current cycle of redecoration is adequate in view of the age of the building and the needs of the children accommodated. Similarly, attention is also drawn to those security matters which are under review, and the issues surrounding water pressure.

The potentially changing profile of pupils will need close monitoring in line with the school's Statement of Purpose.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

Four questionnaires were returned by parents which all contained some very positive and praiseworthy comments. Particular reference was made to the approachability of staff and their willingness to listen and deal with any problems. Communication was also highlighted as being positive through the use of home-school books and via the telephone. Sadly, some parents find it extremely difficult to visit the school due to the distances they have to travel. Without exception, parents stated that their child had improved their social skills and widened their interest in activities. Rules were viewed as being fair to excellent and all respondents stated that their opinion was sought before any big decisions were made. The concern highlighted by two parents was in relation to the poor lighting outside the school. Discussion took place with all resident children in place of the pupil questionnaire. Many positive things were said about the school, the teachers and the care staff. Positive comments included the activities offered, having one's own bedroom at school but not at home, the food, learning new things such as telling the time and always having someone to talk to and play with. All children were aware of the school's "star" privilege system and expected standards of behaviour. Staff are viewed as caring, helpful and easy to talk to. Each child was able to identify at least one member of staff to whom they could take any worries or concerns. The residential accommodation was favourably viewed by most children although at times some found it cold during the winter. All were familiar with fire drill procedures.

In conclusion, many of the findings of this inspection were very positive. This was the first inspection for the school under the new standards and therefore shortfalls were anticipated. The majority of shortfalls relate to documentation. Clearly, the new Head Teacher is very committed to moving the school forward through the consultation and involvement of staff and pupils. The Inspector wishes to express her gratitude to the Head Teacher and Head of Care for their contributions to the inspection process and convey her appreciation to all pupils and staff involved.

NOTIFICATIONS TO LOCAL EDUCATION AUTHORITY OR SECRETARY OF STATE

NO

NO

NO

The grounds for any Notification to be made are:

IMPLEMENTATION OF RECOMMENDED ACTIONS FROM LAST INSPECTION

N/A

No	Standard	Recommended actions	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

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

RECOMMENDED ACTION

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

No	Standard*	Recommended Action
1	RS1	It is recommended that the school refers to Standard 1.1 – 1.9 to ensure that all elements are covered in relation to the school's Statement of Purpose.
2	RS3	It is recommended that the problems with the telephones are addressed in order to allow children to make and receive telephone calls in private and without permission where appropriate.
3	RS4	It is recommended that the statement in the School's Brochure regarding complaints is expanded in order to meet the criteria outlined in Standard 4.2 and 4.8.
4	RS4	It is recommended that the Head or a designated member of the senior management team regularly reviews the records of any complaints and monitors the operation of the complaints procedure to ensure that all matters in Standard 4.3 are covered.
5	RS5	It is recommended that the school refers to Appendix 1 of the National Minimum Standards for Residential Special Schools to ensure that points 10 and 11 are fully included.
6	RS6	It is recommended that the school's anti bullying policy includes bullying by staff and by visitors as outlined in Standard 6.2.

7	RS7	It is recommended that the school's system for notifications includes the NCSC as outlined in Standard 7.2 and 7.6.
8	RS8	It is recommended that the school's procedures for children absent without consent are reviewed in order to ensure that all the elements outlined in Standard 8.3 and 8.9 are included. The procedures should then be made known to staff, children and parents.
10	RS10	It is recommended that the recording of sanctions is reviewed in order to fully meet the criteria of Standard 10.9.
11	RS10	It is recommended that the recording of any use of physical intervention on a child by an adult is reviewed to ensure full compliance with Standard 10.14.
12	RS10	It is recommended that the monitoring of the use of sanctions and physical intervention is formalised in order to fully evidence that this task is being undertaken in accordance with Standard 10.15 and 10.16.
13	RS14	It is recommended that the school secures qualified medical, pharmaceutical or nursing advice in a written protocol on the provision of non-prescription "household" medicines to children.
14	RS14	It is recommended that the recording systems surrounding medication, accidents and injuries are reviewed in relation to Standard 14.20 and 14.22 to ensure that all elements are included.
15	RS16	It is recommended that wherever possible, children are encouraged to sign pocket money records.
16	RS17	It is recommended that all placement plans include those elements outlined in Standard 17.5.
17	RS18	It is recommended that the compilation of case files is reviewed in order to include the information set out in Standard 18.2.
18	RS18	It is recommended that staff are reminded that all written entries on children's files are signed and dated and the signatory clearly identified.
19	RS19	It is recommended that the school keeps a register for resident pupils showing the information outlined in Standard 19.2.
20	RS23	It is recommended that appropriate measures are taken to ensure the security of the school from access by unauthorised persons.
21	RS24	It is recommended that the ongoing ventilation and damp problem in the senior boys' shower room is investigated further in order to seek a satisfactory remedy.
22	RS25	It is recommended that further investigation is undertaken to address the problems of low water pressure and high water temperature.

23	RS25	It is recommended that serious consideration is given to providing an additional toilet for the senior girls which is separate from the bathroom.
24	RS27	It is recommended that clarification is sought from the LEA to ascertain how in future, the school will be able to verify that all elements of Standard 27.2 have been adhered to as some paperwork is retained by County Hall.
25	RS28	It is recommended that the school's staffing policy for the residential units is formalised in writing to include those matters outlined in Standard 28.2.
26	RS28	It is recommended that the staffing policy is kept under review in line with Standard 28.3 and 28.5.
27	RS30	It is recommended that the frequency of formal supervision is reviewed in order to fully meet Standard 30.2.
28	RS30	It is recommended that the issues detailed in Appendix 3 of the National Minimum Standards for Residential Special Schools are addressed in the guidance available to staff where appropriate.
30	RS32	It is recommended that the current practice of monitoring encompasses all of the records detailed in Standard 32.2 and within the intervals stated.
31	RS33	It is recommended that the arrangements for visits to be undertaken in accordance with this Standard are addressed forthwith.

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

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	NO
• 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	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	NA
Parent Survey	YES
Placing authority survey	YES
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	NO
Answer-phone line for pupil/staff comments	NO

Date of Inspection	17/03/03
Time of Inspection	0930
Duration Of Inspection (hrs.)	20
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 NCSC 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.

STATEMENT OF THE SCHOOL'S PURPOSE

The intended outcome for the following standard is:

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

Standard 1 (1.1 – 1.9)

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

Key Findings and Evidence

Standard met?

2

The school's Statement of Boarding Principles and Practice is about to be reviewed together with other information made available to parents and pupils. In order to meet this Standard, it is **recommended** that the school refers to Standard 1.1 – 1.9 to ensure that all elements are covered.

Once completed, the school's Statement of Purpose should be approved by the Governing Body and reviewed and updated at least annually in order to ensure that it reasonably reflects the actual current and care practice at the school.

Exciting work is planned to include boarding pupils in the development of a new information booklet for them.

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?

2

Staff evidenced a sound knowledge of individual children's backgrounds and their families and appeared sensitive to particular communication needs when consulting both children and their families. Children's opinions and views are regularly taken into account on a daily basis within the boarding areas and are frequently acted upon. An example of this in action is responding to a recent request for the senior boarding boys and senior boarding girls to eat tea together from time to time. Similarly, the opinions and views of individual children are actively sought and taken into account when decisions affecting their welfare and future planning are made.

As a whole school approach, more work is actively being undertaken to consult with children regarding their views through the development of the School Council and through existing tutor groups and circle time.

Standard 3 (3.1 – 3.11)

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

Key Findings and Evidence**Standard met?**

2

A Staff Handbook is provided for staff which contains guidance in relation to child protection, working with children and the school's code of conduct. It is **recommended** that the Handbook is expanded further to include all matters detailed in 3.2 and 3.11 of this Standard. Discussions with staff evidenced a sound knowledge of their responsibilities regarding the handling of confidential information. Children's records were found to be safely and securely kept.

Space is available in each of the boarding areas for children to meet privately with parents and others. However, frequent visits from parents are not a regular feature for most of the boarders as the school only provides boarding four nights a week from Monday through to Thursday. Over recent months, some improvements have been made regarding children's private access to telephones. However, problems still remain in some areas. It is therefore **recommended** that these matters are addressed in order to allow children to make and receive telephone calls in private and without staff permission where there are no restrictions placed upon communication. Details of Helplines are appropriately displayed and where appropriate, staff will assist children in their use of the telephone when contacting family and friends.

Discussions evidenced that staff are sensitive to gender issues especially when dealing with children of the opposite sex.

Standard 4 (4.1 - 4.8)

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

Key Findings and Evidence**Standard met?**

2

The School's Brochure informs parents of what they should do in the event of any concerns or problems they may have. However, in discussion with the Headteacher, it was **recommended** that the statement in the Brochure is expanded in order to meet the criteria outlined in Standard 4.2 and 4.8.

Pupils are provided with a user friendly leaflet advising them what to do if they have any worries or concerns. In order to fully meet the criteria of this Standard, it is **recommended** that the leaflet includes details on how to contact the National Care Standards Commission. It is also **recommended** that the Head or a designated member of the senior management team regularly reviews the records of any complaints and monitors the operation of the complaints procedure to ensure that all matters in Standard 4.3 are covered.

The Head Teacher is aware of the need to notify the NCSC of any serious complaints made against the school or staff of the school.

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

0

Number of above complaints substantiated:

0

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

0

Number of above complaints substantiated:

0

CHILD PROTECTION

The intended outcomes for the following set of standards are:

- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.
- Children are protected from bullying by others.
- All significant events relating to the protection of children accommodated in the school are notified by the Head of the school to the appropriate authorities.
- Children who are absent without authority are protected in accordance with written guidance and responded positively to on return.

Standard 5 (5.1 - 5.12)

There are systems in place in the school which aim to prevent abuse of children and suspicions or allegations of abuse are properly responded to. These are known and understood by all staff (including junior, ancillary, volunteer and agency staff).

Key Findings and Evidence

Standard met?

2

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 and attendance at child protection meetings. Appropriate training is made available to all staff and is a feature of the school's induction programme for new staff. Child protection matters are now a regular feature of the school's INSET programme and staff meetings. The Head Teacher is currently awaiting formal ACPC training. Copies of local ACPC procedures are made available in school.

A local interagency protocol on prevention and investigation of child prostitution is currently being drafted. Once approved by the ACPC, this will be included in the school's written procedures. It is **recommended** that the school refers to the requirements set out in Appendix 1 of the National Minimum Standards for Residential Special Schools to ensure that points 10 and 11 are fully included.

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

2

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?**

2

Following discussion with the Head Teacher and the Head of Child Care, it was decided inappropriate to conduct a written pupil questionnaire. Discussion groups and time spent in the residential areas were therefore collectively used to explore a number of areas with pupils. All pupils spoken with were aware of what to do in the event of someone being hurtful and unkind to them and were confident that any such matters brought to the attention of staff would be dealt with. No major problems were reported by the children spoken with.

The School's anti-bullying policy is regularly reviewed. However, it is **recommended** that the policy includes bullying by staff and by visitors as outlined in Standard 6.2.

Risk assessments are undertaken where there are indications that a particular pupil's behaviour is likely or is known to cause difficulties to others. Discussions with staff evidenced a sound awareness of the need for particular vigilance during specific times of the day. It was also stated that the level of supervision is such that any problems are usually spotted before they can develop any further. Standard 6.5 refers to the need to carry out recorded risk assessments in such circumstances. The school is developing this area further.

In circumstances where there are concerns regarding a child's interactions with others, there is an increasing effort to engage parents in collectively agreeing strategies with the school staff in how to address and manage such problems; such strategies are subsequently reviewed with parents where it has been possible to engage with them.

Percentage of pupils reporting never or hardly ever being bullied

0

%

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?**

2

The Head Teacher is fully conversant with her duties to notify the appropriate authorities of significant events. However, since the introduction of these Standards, additional duties have been placed upon Residential Special Schools to notify the National Care Standards Commission of significant events. It is therefore **recommended** that the school's system for notifications includes the NCSC as outlined in Standard 7.2 and Standard 7.6.

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

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

0

0

0

0

Standard 8 (8.1 - 8.9) The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
Key Findings and Evidence	Standard met?	2
<p>The majority of boarding pupils are resident from Monday evening through to Friday morning. In the event of a child not arriving at school on Monday morning, the school secretary would contact the child's parents/carers in accordance with general school policy. Where necessary, the Pupil Attendance Officer attached to the school would be contacted. To date, it is an extremely rare event for a child to go missing from the school. There are written procedures for staff in the event of this happening. It is recommended that these procedures are reviewed in order to ensure that they include all the elements outlined in Standard 8.3 and 8.9. The written procedures should be made known to staff, children and parents.</p>		
Number of recorded incidents of a child running away from the school over the past 12 months:		0

CARE AND CONTROL

The intended outcomes for the following set of standards are:

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

Standard 9 (9.1 - 9.8)

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

Key Findings and Evidence	Standard met?	4
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Discussions with staff evidenced a clear understanding of personal and professional boundaries in their dealings with children. Observations of the interactions between staff and children were extremely positive. Examples of staff negotiating with children and setting appropriate boundaries were also evidenced. Good training opportunities are made available to staff; particular reference is made to the positive care and control of children and praising individual and group achievements.

The school endeavours to maintain consistent staffing in order to maintain a stable environment.

Standard 10 (10.1 - 10.26)

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

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

As with all policies at present, the school's behaviour policy is under review. Additional developments have yet to be finalised and formulated into the current policy but it is anticipated that this will happen forthwith once all staff have been consulted and have contributed their views. The school works to a policy of approaching pupils in a non-confrontational way using de-escalation and negotiating strategies both within the classroom and in the residential areas. Discussions with both pupils and staff confirmed this approach. It was also evident that pupils are offered choices in most situations in order to resolve issues and that staff try hard to take specific difficulties and individual needs into account. Norfolk LEA has adopted the Team Teach approach for implementing positive handling strategies. Consequently, the staff training programme includes these elements which are disseminated by two members of staff who are trained Team Teach instructors. Children spoken with were aware of the school's "star" system and were able to explain this to the inspectors. It was also explained that they as pupils were being consulted about school rules and what they think they should be. Some found this quite amazing and unfamiliar territory but nevertheless the majority view this as very positive. The shortfalls in relation to this standard are primarily linked to the expansion of the school's policy documents and specific methods of recording. It is therefore **recommended** that the school refers to Standard 10.19; 10.20 and 10.23 when reviewing the behaviour policy in order to ensure that these elements are fully included. It is also **recommended** that the recording of sanctions is reviewed in order to fully meet the criteria of Standard 10.9. Similarly, it is **recommended** that the recording of any use of physical intervention on a child by an adult is reviewed to ensure full compliance with Standard 10.14. Whilst monitoring of the use of sanctions and physical intervention is taking place, it is **recommended** that this is formalised in order to fully evidence that this task is being undertaken in accordance with Standard 10.15 and 10.16. Comments in relation to Standard 10.18 are made under Standard 33.

QUALITY OF CARE

The intended outcomes for the following set of standards are:

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

Standard 11 (11.1 - 11.6)

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

Key Findings and Evidence

Standard met?

3

Every effort is made to obtain all necessary information about a child prior to admission. It is not the usual practice of the school to take emergency admissions.

Admission processes are explained and discussed with individual children and parents/carers. Resident children spoken with confirmed this practice and also emphasised the caring way in which the staff helped them to settle in, supported them and reminded them of the daily routine. In discussion with Senior staff, it was clear that they have found talking to children and parents/carers about these matters a highly satisfactory method of communication; they have been able to tailor the delivery of information to the individuals concerned across a range of levels. However, it is **recommended** that consideration is given to both formalising these procedures and providing information about the school in a suitable form to children as outlined in Standard 11.2.

The Head Teacher does not control all admissions to the school. However, where there are reservations about any particular admission and their needs, and, or, the likely effect of their admission upon the existing group of children, the reservations would be communicated in writing to Norfolk LEA.

Many of the children who are resident during the week, tend to board for the duration of their time at the school and therefore the planning for their departure and equipping them for this event is an intricate part of their placement at the school. The school's practice in this area is to be highly commended.

Standard 12 (12.1 - 12.7)

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

Key Findings and Evidence**Standard met?**

4

The members of Care Staff spoken with were familiar with the educational needs and progress of all the children in their care. There is increasing liaison with teaching staff and a team contribution to the annual review of individual children's statements.

Children are actively encouraged and supported by residential and Care Staff in relation to any homework; facilities are available to assist with this. Each child's personal, social and educational development is linked to an individual targets which cross over the school situation and the residential units. All resident children participate in a preparation for independent living programme upon arrival at the school. This programme covers a multitude of areas from learning to tell the time to budgeting, cooking and laundering clothes and again, is tailored to individual needs in specific areas. The work undertaken in this area is to be commended and is viewed as one of the school's strengths. The pupils spoken with were proud of their achievements.

Standard 13 (13.1 - 13.9)

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

Key Findings and Evidence**Standard met?**

3

A choice of activities is available to resident pupils during the week; no pupils are resident at weekends. School and residential facilities are used together with amenities in the local community. The safety of children is taken account at all times. The range of activities can vary depending upon the time of year, the weather and the number of children wishing to participate. The balance between free time and organised activities is a delicate one for staff but one which they are sensitive to. Many of the children who are resident enjoy the company of others, particularly adults and are therefore eager to be engaged in an activity with someone else.

A range of suitable toys, music, books and games are accessible to children; they may also bring their own favourite items from home. The suitability of videos is checked by staff; there is currently no internet access for children from the residential units.

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?****2**

The school actively promotes the health care of children and provides them with guidance, advice and support on health and personal care issues. Children are given the opportunity to discuss health issues with staff either as part of a group or on a one to one basis. Particular health problems and issues of personal hygiene are sensitively dealt with. It is usual practice for resident children to receive optical and dental treatment whilst they are at home. However, if required, children can have access to a local dentist in an emergency. Pupils are registered with the School Nurse and the local Doctors' Surgery; the vast majority of health needs are dealt with by the child's home health services.

The school can refer children to specialist services where there is an identified need; two such referrals have recently been made.

First aid and minor illness treatment are given to children by designated staff; all designated First Aiders were retrained earlier this year. In the event of being unwell, arrangements would be made for a child to return home. It is therefore not the school's practice to accommodate unwell pupils in the residential areas when they have been deemed unfit for school. Consideration is being given to centralising an appropriately equipped medical room in conjunction with the relocation of the school's reception area. This would be a positive step to take as the current arrangements are not entirely suitable.

At the time of inspection, no child was self-medicating. Prescribed and "household" medication was found to be securely stored in locked cabinets. Written guidance is made available to staff regarding the administering and storing of medication. It is **recommended** that the School secures qualified medical, pharmaceutical or nursing advice in a written protocol on the provision of non-prescription "household" medicines to children. It is further **recommended** that the recording systems surrounding medication, accidents and injuries are reviewed in relation to Standard 14.20 and 14.22 to ensure that all elements are included.

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

Resident children collectively decide on the week's tea and breakfast menu for their respective groups and then embark upon a shopping trip to purchase the items required. Preparation and cooking of the meals involves each of the children at some point during the course of the week. There is increasing liaison between the residential units and the School kitchen regarding menus to alleviate too much repetition. Lunch is taken in School with day pupils. There is a vegetarian option available for the main course and a choice of desserts. Pupils spoken with at lunch time stated they were satisfied overall with the standard of food available and that any comments they had would be fed back by the staff sitting on their table and after tutorial time. It is anticipated that this area of consultation will be improved further through the use of the School Council. Drinking water is available throughout the school and in the residential units.

The school now runs a breakfast club once a week and is looking to introduce a "tuck" break of toast or a healthy snack mid-morning in view of the long distances travelled by some children in getting to school.

Staff involved in preparing food receive training/briefing in safe food handling and hygiene. Each of the kitchens in the residential areas has been assessed by the Environmental Health Service in relation to the storage and preparation of food.

Standard 16 (16.1 - 16.7)

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

Key Findings and Evidence**Standard met?**

3

Children are able to bring their own clothing to school and are able to store it appropriately. Each child has their own toiletries for their own use; staff provide guidance as needed regarding showering and hair washing etc. Girls are able to keep their own supply of sanitary protection but can ask female staff for additional supplies in an emergency. A weekly pocket money trip is made to the local community or slightly further afar to enable children to purchase items for themselves or a birthday present etc for a family member. Such trips are always popular, particularly around summertime and Christmas. Care Staff hold the children's money in safe keeping for them and in doing so they maintain a record of deposits and withdrawals. It is **recommended** that wherever possible, children are encouraged to sign the records.

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

At the time of inspection, all 15 resident children had a written placement plan. Every attempt is made as far as is practicable, to involve the child and the child's parents in negotiating and producing the plan with the child's keyworker; subsequent reviews regularly take place. It is **recommended** that all placement plans include those elements outlined in Standard 17.5.

It is difficult to enable children to have a real choice in the selection or change of their keyworker, as the staffing structure does not facilitate this. Whilst the residential units operate a keyworker system, it is somewhat fluid. All children are encouraged to talk to whoever they wish.

The School contributes to all statutory reviews for children and enables individual children to understand and contribute as far as possible.

Standard 18 (18.1 - 18.5)

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

Key Findings and Evidence**Standard met?**

2

The standard of case files examined varied considerably in their content and their organisation. It is therefore **recommended** that the compilation of case files is reviewed in order to include the information set out in Standard 18.2.

It is also **recommended** that staff are reminded that all written entries on the child's file are signed and dated and the name of the signatory clearly identified.

Discussion took place in relation to the arrangements for storing individual pupil records once they had left the school. This will be discussed further with the LEA by the Head Teacher.

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?**

2

It is **recommended** that the school keeps for each child resident at the school, a register showing the information outlined in Standard 19.2. An employees register is maintained on the school's data base and is backed up by records held by Norfolk LEA. Personnel files are maintained for each member of staff; those examined varied greatly in view of recent changes in recruitment practice. There is a central record of accidents recorded on a central sheet; the original forms are returned to Norfolk LEA for auditing purposes. Records of menus as served are maintained as are duty rosters, a diary of events occurring at the school and names of visitors.

It is **recommended** that the above records, other than menus, are retained for at least 5 years from the date of the last entry.

Standard 20 (20.1 - 20.6)

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

Key Findings and Evidence**Standard met?**

3

Where possible and appropriate, every encouragement is given to children to maintain contact with their parents and other family members. Any restrictions on contact are followed by the school. Children are able to meet parents or other visitors at school in comfortable and private surroundings. An example of contact being promoted between a young boy and his father was very positively facilitated by the father being regularly allowed to come and join his son for tea.

Training is made available to staff in order that they may develop their skills further in working with children and their families.

Standard 21 (21.1 - 21.2)

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

Key Findings and Evidence**Standard met?**

3

Standard 21.1 primarily refers to pupils in care. At the time of the inspection, this part of the Standard was not applicable. However, Standard 21.2 refers to all children in the school and the extent to which the daily life of the school provides opportunities for the development of knowledge and skills needed for their likely future living arrangements.

During the course of the inspection, the Inspectors observed children participating in a wide range of practical tasks both in the school grounds, in the residential areas and during the food shopping trip. All these observed tasks were providing individuals with opportunities to develop knowledge and skills which would equip them for independent living. Additional observations of some of the discussions taking place between staff and children, both as part of "target" discussions and as part of planning the evening and preparing a meal were clear indicators of the negotiating and listening skills staff are endeavouring to develop amongst the children. In conjunction with the acquisition of all of these skills, staff aim to enhance individual children's self-esteem, confidence and emotional coping mechanisms.

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 school demonstrates a very supportive environment for all children. Every encouragement is given to children to share any worries or difficulties they may have with any member of staff. Individual support is given to those undergoing times of personal stress in relation to homesickness, family difficulties, bereavement etc. Outside professional services are sought where necessary. As previously noted, the school provides individually tailored personal, health and social education for each resident child.

For some considerable time, the school has endeavoured to recruit a suitable independent visitor without success; the quest is still continuing. Meanwhile, children are regularly reminded of the adults independent of the school to whom they may take any worries or concerns.

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?

2

The school does not accommodate children with physical disabilities or uses its premises for functions or activities that compromise or adversely effect the care or privacy of children. Security at the school is currently subject to a complete review. The location of the main school office is not conducive as a reception area as visitors have to walk some way through the school before locating it. Costings are currently being looked at regarding the proposals to revamp the school's two office areas in order to provide a suitably located reception. An appraisal is also being undertaken of the security surrounding the entrance and driveway leading to the school. The provision of CCTV is being considered for these areas. It is **recommended** that appropriate measures are taken to ensure the security of the school from access by unauthorised persons.

The upstairs boarding areas are alarmed.

Links with the local community are being developed further as a current aim of the school development plan. Community links have been long established with local businesses in neighbouring villages in relation to work experience placements. Local cluster schools are involved in some joint activities with the school.

Standard 24 (24.1 - 24.19)

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

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

The residential accommodation is reserved for the exclusive use of the pupils for whom it is designated. There are rooms available in which children can meet privately with visitors and space for activities, play and recreation. However, the changing needs of children being accommodated does pose some difficulties from time to time and therefore staff are considering how the space available can be put to more appropriate use. Staff have designated sleep-in rooms suitably located in order to respond to children's night time needs. There are facilities for laundering bedding and clothes, and domestic style facilities for children in order that they may learn to wash, dry and iron their own clothes. Dining areas and designated quiet areas are often used for individual target work. Telephone facilities are provided in each of the three residential areas. The facilities vary in the level of privacy they offer to children; this is a matter the school is in the process addressing further. Every encouragement is given to children to personalise their bedrooms and this is done to varying degrees. The formal cycle of re-decoration for the residential areas has previously been poor but a programme of re-decoration has recently commenced and is transforming these areas into a bright and welcoming environment. Each child has storage for clothes and personal possessions. Some items of bedroom furniture have been replaced; further replacements are planned. It is current practice for children to place items of value for safekeeping with staff in the residential office areas. Children spoken with were happy with this arrangement and confirmed that there are very few problems with children touching each others belongings. However, the school has identified the need for children to have individual lockers and view this as a development priority. At the time of inspection, there were no odd numbers of children sharing a bedroom.

It is acknowledged that the age of the school buildings and being situated on the coast present particular difficulties with maintenance. However, it is **recommended** that the ongoing ventilation and damp problem in the senior boys' shower room is investigated further in order to seek a satisfactory remedy.

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?**

1

There have been ongoing problems with low water pressure in some parts of the residential area and this is preventing any use of a shower for the senior girls in their area. There have also been difficulties with the delivery of water to washbasins from time to time both in terms of low pressure, again in the senior girls' area, and more generally, in terms of the high temperature. It is **recommended** that further investigation is undertaken to address these problems as soon as possible. There is only one toilet in the senior girls' area which is in the bathroom. At the time of inspection, there were four girls in residence but there are occasions when there are five. It is **recommended** that serious consideration is given to providing an additional toilet for the girls which is separate from the bathroom. Washbasins are provided for children in their bedrooms and this is where children are expected to wash their hands after visiting the toilet as there are no washbasins in the toilets. Staff acknowledge that this is not an ideal situation but confirmed that children are regularly reminded about handwashing.

Showers provided for the senior boys are individually curtained for privacy. Those provided in the junior area are for use by girls and boys and are used by one child at a time.

Standard 26 (26.1 - 26.10)

Positive steps are taken to keep children, staff and visitors safe from risk from fire and other hazards, in accordance with Health and Safety and Fire legislation and guidance.

Key Findings and Evidence**Standard met?**

2

Discussions with staff and children evidenced a clear understanding of fire evacuation procedures both for the school and for the residential areas. A regular programme of checking equipment and installations is maintained. Risk assessments are also carried out; the examples examined were found to regularly reviewed. Action is taken as a result of risk assessments and their subsequent review. An example of this is the changes made to the level of supervision on school transport.

The school grounds naturally provide a varied environment for the children. However, there are some aspects that pose safety and security problems which are currently being discussed with the LEA. Possible solutions being considered include the installation of CCTV, additional lighting and fencing and a change of use of some of the buildings in the grounds. These matters, together with the issues surrounding hot water, have already been referred to earlier in this report.

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?

2

The school's system for recruiting staff who will work with children, is expected to follow the procedures and guidance laid down by the LEA. The examined examples of personnel files varied in their content of recruitment records due to recent changes in recruitment practices. It is **recommended** that clarification is sought from the LEA to ascertain how in future, the school will be able to verify that all the elements of Standard 27.2 have been adhered to as some paperwork is retained by County Hall.

The school does not employ the services of Gap students or agency staff.

The number of full time care staff is 5 but additional care hours are covered by 5 members of school staff who undertake duties on a rotated basis; this includes the Head Teacher, the Acting Deputy Head and Learning Support Staff.

Total number of care staff:

5

Number of care staff who left in last 12 months:

0

Standard 28 (28.1 - 28.13)

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

Key Findings and Evidence**Standard met?**

2

Discussions with members of full time Care Staff confirmed that the staffing arrangements were now more flexible than before and in turn this helped to cushion absences arising from sickness etc. However it was also felt that there are a few “thin times” of cover for the senior girls’ unit. It is **recommended** that the school’s staffing policy for the residential units is formalised in writing to include those matters outlined in Standard 28.2. In addition, it is **recommended** that the staffing policy is kept under review in line with Standard 28.3 and 28.5.

A member of staff sleeps-in in each residential unit at night and is responsible for the children in that unit and is contactable by them at any time during the night. Each residential unit is telephone linked and therefore a member of staff is able to call for assistance if required. A senior member of the school’s management team is also on call. A written record is kept of which children and adults are sleeping in each residential unit each night. The staff group in day to day contact with the children includes staff of both genders. Whilst there is a gender mix of Care Staff and those staff undertaking residential duties, female staff are primarily involved in the care of the senior girls.

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?**

2

The school’s induction programme for new staff includes guidance on child protection and the procedures to be followed in relation to emergencies, health and safety and notification of incidents. However, there has been very little use made of the induction programme recently as the staff team has remained stable for a number of years. Every staff member now has access to all school based and LEA training. The Head Teacher is in the process of auditing the training undertaken by staff in recent years in order to produce a clearer picture of future training needs for the whole school and those of individuals. Formal supervision sessions are also intending to identify individual training needs and will contribute to the development of a personal development plan for each member of staff. There is an ongoing programme for all staff in relation to Team Teach positive handling strategies to ensure that all staff members receive appropriate training. First Aid Training is also a regular feature for staff. Examples of other courses recently attended by staff include promoting self-esteem, ADHD and Food Handling and Hygiene.

Standard 30 (30.1 - 30.13)

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

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

A formal system of support and supervision was introduced at the beginning of the year. It is current practice for staff to receive one formal supervision session per term; informal supervision is ongoing. It is **recommended** that the frequency of formal supervision is reviewed in order to fully meet Standard 30.2 which states that all staff and others working in the school receive at least one and a half hours one to one supervision from a senior member of staff each half term. In addition, Agency staff and those employed infrequently to cover staff absences must receive one to one supervision no less frequently than once in every half-term they work more than ten shifts (or days) at the school.

Regular professional supervision of the Head Teacher is undertaken in discussion with the school's external Adviser. An annual cycle of appraisal for the Head is conducted with the Governors and the external Adviser. A formal system of appraisal for all staff is about to commence.

Staff are provided with written guidance on school procedures and policies. Efforts are underway to make these more easily accessible. It is **recommended** that the issues detailed in Appendix 3 of the National Minimum Standards for Residential Special Schools are addressed in the guidance available to staff where appropriate.

All staff are aware of whom they are accountable to and have received written job descriptions stating their duties. Regular staff meetings take place which have an agenda and are minuted.

The inspector was informed that staff are not permitted to smoke while with pupils or consume alcohol while on duty.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

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

Standard 31 (31.1 - 31.17)

The school is organised, managed and staffed in a manner that delivers the best possible childcare.

Key Findings and Evidence

Standard met?

2

The Head of Care has held this position at the school for eleven years. She has substantial experience in working with children who have special needs and also holds an appropriate professional childcare qualification. The Deputy Head of Care, who has recently gained the Diploma in Social Work, has been in post for five years. Each of the three fulltime members of care staff have substantial relevant experience. The School is aware of the present gaps regarding NVQ training for staff and is endeavouring to address these possibly with the assistance of another residential special school.

Duty rotas have time scheduled in for staff supervision, staff meetings, handover sessions and spending time interacting with individual children. Sometimes, however, things have to be re-scheduled due to unforeseen circumstances.

Children are not given responsibility over other children in the school.

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

40 %

Standard 32 (32.1 - 32.5)

The National Care Standards Commission 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?

2

Discussion took place with the Head Teacher regarding the elements of this standard. Whilst it is acknowledged that some monitoring is taking place, it is **recommended** that the current practice encompasses all of the records detailed in Standard 32.2 and within the intervals stated.

It is the Head Teacher's intention to provide regular reports to the governing body in accordance with Standard 32. and subsequently incorporating matters requiring attention into the school's development plan.

Standard 33 (33.1 - 33.7)

The governing body, trustees, local authority, proprietor or other responsible body receive a written report on the conduct of the school from a person visiting the school on their behalf every half term.

Key Findings and Evidence**Standard met?**

1

The arrangements for these visits to be undertaken are still to be addressed by the LEA. It is **recommended** that this matter is addressed forthwith.

PART C**LAY ASSESSOR'S SUMMARY****(where applicable)****Lay Assessor** _____ **Signature** _____**Date** _____**Lead Inspector** Mrs Dorrit Andrews **Signature** _____**Date** _____**Public reports**

It should be noted that all NCSC inspection reports are public documents.

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 17 March 2003 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

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

Amendments to the report were necessary

NO

Comments were received from the Head

YES

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

NO

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

YES

Note:

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

D.2 Please provide the Commission with a written Action Plan by , 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 recommended actions in a timely fashion

YES

Action plan did not cover all the recommended actions and required further discussion

NA

Head has declined to provide an action plan

NO

Other: <enter details here>

NO

Public reports

It should be noted that all NCSC inspection reports are public documents. Reports on children's homes are only obtainable on personal application to NCSC offices.

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:

[illegible]

Print Name _____

Signature

Designation

Date _____