



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

**Ramsden Hall School**

**Ramsden Heath  
Billericay  
Essex  
CM11 1HN**

*Lead Inspector*  
David Downes

*Key Announced Inspection*  
4<sup>th</sup> July 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

<b>Reader Information</b>	
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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](http://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](http://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

<b>Name of school</b>	Ramsden Hall School
<b>Address</b>	Ramsden Heath Billericay Essex CM11 1HN
<b>Telephone number</b>	01277 624580
<b>Fax number</b>	01277 631373
<b>Email address</b>	
<b>Provider Web address</b>	
<b>Name of Governing body, Person or Authority responsible for the school</b>	Essex County Council
<b>Name of Head</b>	Stewart Grant
<b>Name of Head of Care</b>	Yvonne Goouge
<b>Age range of residential pupils</b>	11 – 16 years
<b>Date of last welfare inspection</b>	27 <sup>th</sup> June – 4 <sup>th</sup> July 2005

### **Brief Description of the School:**

Ramsden Hall School is owned and managed by Essex County Council. The school offers residential accommodation from Monday to Friday during term time.

At the time of the inspection there were twenty-four pupils boarding for all or part of each week. All pupils have a Statement of Special Educational Needs identifying emotional and behavioural difficulties that significantly affect their education. The school aims to reintegrate pupils into their local communities and works closely with pupils' main carers to achieve this. Whenever possible, boarding is gradually reduced as pupils move into their final years at the school.

The main building, which is a converted Victorian mansion, provides residential, teaching and office accommodation. Pupils are accommodated in four groups within this building. A sports hall, an outdoor swimming pool and additional classrooms are located near the main building. The school's extensive grounds are well used for outdoor pursuits. The school has a minibus and uses this to access community leisure facilities.

The school is due to amalgamate with The Heath School in Colchester (which will then be known as Ramsden Hall School – The Heath Site) with effect from 1<sup>st</sup> September 2006.

# SUMMARY

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

The following sections of this summary have been written using language considered to be suitable for young people and will be produced as a separate document for boarders.

The inspector visited the school on 4<sup>th</sup> July and:

- talked with pupils about their experience of boarding
- spoke to the Care Standards Manager, the Head of Care and other staff
- looked at some pupils' files and other records
- joined pupils for lunch and tea
- watched how the pupils and staff got on together
- looked around the accommodation used by boarders and some parts of the grounds.

Most of the boarders had already filled in a survey form with an inspector on 15<sup>th</sup> June. This helped the inspector to find out what it was like for pupils living at the school. The inspector also sent questionnaires to the staff and to boarders' parents to ask for their views.

## **What the school does well:**

These are some of the things that the inspector saw and that staff and pupils told him about.

### **What pupils said:**

"I like meeting new people. I've made lots of friends. There's a good atmosphere here."

"The school looks nice. There's lots of grounds to walk around in."

"The food is quite good. I like the breakfasts."

"You get to use the swimming pool and I'm learning more."

Pupils felt well looked after and cared for. All pupils said that there was someone they could talk to at school if they had a problem. Three quarters of pupils who completed the survey said that the school was "a good place to live" and others said that they liked being there some of the time.

### **What parents said:**

"The staff understand my son's needs and the care is very good."

"The staff make me very welcome when I visit the school."

"The staff are understanding and very patient."

"My son has a good relationship with his key worker and other staff."

### **What the inspector saw and heard about:**

- The staff had good information to help them to give pupils the support that they needed. Pupils' care plans were up-to-date. These are the plans that say what help each pupil needs and the best way of looking after them. Some pupils said that they knew about their care plan and had talked about it with their key worker.
- The staff looked after the health of pupils well, working with doctors and the school nurse. Medicines were stored safely and there were good records of the medicines that pupils needed and when they had taken them. The school is finding ways of helping pupils to eat healthily.
- The pupils we spoke to and all the pupils who filled in survey forms said that they felt safe at school. Pupils and staff said that there was some bullying at the school. Pupils who had been bullied said that staff had listened to them and had tried to do something about it.
- Staff and pupils got on well together and most pupils thought that they were always treated fairly.
- Pupils said that they enjoyed the range of evening activities. The outdoor swimming pool was very popular with pupils in the hot summer weather.
- The school kept good information about staff. This means that the school is being careful to make sure that staff are the right people to work with children.
- Care staff felt well supported in their work with pupils.
- The school has an independent visitor.

### **What has improved since the last inspection?**

- As well as the school council, there is now a residents' council, which is made up of pupils elected from each boarding house. There is also a suggestions box in each house. This means that it is easier for pupils to tell the staff about any changes that they would like to make in the way that the school runs.
- The staff have improved the way that they keep medicines safe when they have to be taken out of the medical room to give them to pupils.
- The food is served in a better way at lunchtime, with vegetables on separate plates.
- The people in charge of the school have plans to make a lot of improvements to the school buildings, including the boarding areas.

### **What they could do better:**

- Although the staff have tried hard to make the boarding areas comfortable and homely, it is difficult to do as much as they would like to. Pupils need to have more privacy in shared bedrooms and in some of the toilets and showers.
- The school should continue to find more ways of telling pupils about their care plans and asking them what they think about the plans.
- When staff have to hold a pupil (called 'safe holding' or 'restraint'), they always write about what has happened. The staff need to make sure that they always write down all of the important things, like exactly what happened and why they had to hold the pupil in a particular way.
- The school should give staff clear written instructions about when and how to use the 'quiet room'. They should also try to find ways of making the room look better.
- The school is helping care staff to get their NVQ (National Vocational Qualification) Level 3 award for looking after children and young people. This qualification will help to show that staff understand how they should support pupils.

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](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office.



# **DETAILS OF INSPECTOR FINDINGS**

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Achieving Economic Wellbeing

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Scoring of Outcomes

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# 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

Quality in this outcome area is good. This judgement has been made using available evidence, including a visit to the service.

The health care needs of pupils were identified and promoted through their care plans. Pupils' medication was well managed. Pupils were provided with nutritious food in sufficient quantity.

## EVIDENCE:

The sampled care plans covered the physical, emotional and mental health needs of pupils and any action that staff needed to take. Pupils' main carers retain primary responsibility for their health needs. Discussions with staff indicated that the school had been proactive in identifying children who would benefit from further assessment of their health needs and in helping to arrange this. The school has maintained good links with health professionals, such as the school nurse and community paediatrician.

An experienced member of the staff team was responsible for medication and health care. There were robust systems in place for storing, administering, recording and monitoring medication. Since the last inspection, the school had developed an improved system whereby medication remained in the original containers when it was taken from the medical room to be administered elsewhere by care staff. Relevant staff had recently received training to help them to prepare for forthcoming changes in the law relating to controlled drugs.

Meals taken with pupils during the inspection were generally satisfactory in terms of quality, choice and presentation. Salads and hot vegetables were served separately to accompany the main course at lunchtime and pupils said that they preferred this arrangement. A Healthy Eating committee had been formed as part of the school's plans to make further progress in promoting

healthy eating by pupils. Healthy snacks were available at break time. Pupils' views had been taken into account in making changes to menus. The majority (77%) of boarders said that meals were good or at least "OK".

# 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, 8, 10, 26 and 27

Quality in this outcome area is good. This judgement has been made using available evidence, including a visit to the service.

The school had a range of appropriate systems and practice in place to keep young people safe. Although, in all other respects, appropriate records were kept, evidencing good practice, one aspect of the recording and monitoring of physical restraint did not meet the required standard.

## EVIDENCE:

Discussions with staff and observations made during the inspection indicated that pupils' privacy and confidentiality were respected. Pupils' records were held securely and pupils had access to a telephone, which they could use privately. The planned refurbishment of the residential areas will provide an opportunity for the remaining privacy issues in bathrooms, showers and bedrooms to be fully addressed (see Standards 24 and 25).

Written information about the school's complaints procedure was made readily available for pupils. All of the pupils spoken with knew how to use the complaints process. Sampled records of pupils' complaints provided evidence that the issues had dealt with appropriately. Ninety percent of parents who completed the questionnaire said that they had been given information about the school's complaints procedure.

The school's Child Protection policy met the requirements of National Minimum Standards (NMS). Staff had attended training and briefing sessions on the protection of children. The school's policies, procedures and understanding of behavioural issues, supported training and other initiatives in providing a good understanding of child protection issues. Effective communication between staff helped to minimise the risk of issues not being identified. Since the last inspection, the school had continued to ensure that any concerns were taken forward by an appropriate authority and that the Commission was kept informed. Pupils told the inspector that they felt safe in the school. Discussions with the designated person for child protection, other staff and pupils, together with evidence from previous inspections, indicated that practice in the school continues to exceed the NMS.

Just over half of pupils said they were 'hardly ever' or 'never' bullied. Those who were experiencing bullying said they had spoken to staff and that it had been addressed, although it had not always stopped. The school carried out confidential surveys with pupils, which helped to identify the pupils who were most involved in bullying others. The school then worked with the pupils identified, and their main carers, to address this behaviour, as well as supporting the victims of bullying. None of the parents who gave their views for the inspection expressed any concerns about bullying at the school.

Records were kept in respect of pupils who had been absent without authority, in line with the school's policy, including details of positive action taken when pupils were missing and when they returned to the school.

Throughout the inspection, pupils were observed behaving well around the school. All of the staff spoken with had a good understanding of working with challenging behaviour. Staff worked in a calm and positive manner to help pupils maintain acceptable levels of behaviour. Eighty-five percent of the

boarders surveyed for the inspection considered that the punishments used by the school were generally fair.

All teaching and care staff receive training in de-escalation and physical restraint techniques. Pupils who took part in the survey said that staff used 'proper' ways of restraining them, when necessary. Most of the sampled physical intervention records contained the required details. Also, the majority of these records had been signed by the pupils concerned and, in some cases, pupils had added their own comments. However, one incident did not contain sufficient detail to demonstrate that the use of restraint met the requirements of the NMS and of the school's own policy. Additionally, some other records did not include the full names of the staff involved.

The inspector was informed that, when a pupil has to be restrained they would, whenever possible and appropriate, be taken to the specially adapted 'quiet room', as this would afford them a greater degree of privacy and enable them to regain self-control before resuming their normal activities. Pupils could also choose to go to this room voluntarily, if they needed time and 'space' when they were experiencing stress. The school's behaviour management and physical intervention policies did not cover the use of the quiet room. The stark appearance of the room (which was unfurnished except for a bench seat) contrasted with the ambience throughout the rest of the school premises. It is, however, acknowledged that the school wishes to discourage pupils from remaining in this room any longer than is absolutely necessary.

The sampled health and safety records were clear and accessible. No safety issues were identified during this inspection and there had been no serious accidents or injuries since the last inspection. Essex Fire Authority confirmed that fire precautions were satisfactory when the school was last inspected by the fire officer.

Recruitment records relating to a recently appointed member of the care staff were inspected. These records demonstrated that the vetting undertaken by the school met National Minimum Standards.

# 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 and 22

Quality in this outcome area is good. This judgement has been made using available evidence, including a visit to the service.

The school's residential provision made a very positive contribution to the overall care and support of pupils.

## EVIDENCE:

Boarders had the opportunity to choose from a variety of evening activities and were also given time to relax in their houses. In keeping with the rest of the school day, the evening activities were organised with the aim of promoting learning and behaviours relating to the difficulties that pupils experienced in accessing education and living in their home communities. Many pupils said the evening activity programme was the thing that they liked best about boarding at the school. Pupils had been consulted, through the residents' council, about any changes that they wished to see in relation to these activities.

The residential and teaching staff groups continue to work effectively together to encourage each pupil's personal, social and educational development. Care plans addressed pupils' emotional and social needs. Pupils have the opportunity to earn credits for their achievements during teaching and house time; these can then be used to access additional activities. Each pupil also has personal targets to meet their individual needs. Communication amongst staff remains effective, helping to ensure that support is provided by all of the staff when pupils are experiencing particular difficulties. Pupils knew who their key worker was, but also knew that they could approach other members of staff if they wanted to talk about a problem.

Parents commented very positively about the commitment shown by staff in seeking to meet each pupil's needs:

"...with all their patience, they do an outstanding job. [He] has improved vastly in the time that he has been at the school."

"We have seen a significant improvement in his behaviour and relationships with other people. In our opinion, the school should be greatly commended for their professional approach and working practices."

Parents also valued the regular contact made by key workers and, almost without exception, felt that they were kept well informed about incidents and included in decision-making.

Pupils spoken with were able to describe ways in which they felt supported by their key workers and other staff.

Observations made during this inspection, discussions with pupils and comments received from parents, together with evidence from previous inspections, indicated that the individual support provided for pupils continues to exceed the National Minimum Standard.



## **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, 17 and 20

Quality in this outcome area is good. This judgement has been made using available evidence, including a visit to the service.

There were planned opportunities for consultation with pupils and parents. Placement plans covered the required areas and the school was planning to make some further developments. Relationships between staff and pupils were good. Pupils were supported in maintaining contact with their families.

### **EVIDENCE:**

Pupils were given opportunities to communicate their views about their care in one-to-one time with their key workers, through participation in reviews of their individualised targets and as part of the consultation process for annual reviews. Most parents said that they were consulted and had opportunities to contribute their views about the way the school was running.

The school council continues to cover issues relevant to the whole school. A residents' council has also been established, with elected pupil representatives from each house. The inspector observed a meeting of this council and afterwards talked with the pupils. This forum clearly provided a useful opportunity to focus on issues that were of particular interest to boarders and

they were able to explain how suggestions had been implemented by the school. For example, changes had been made to some evening 'options' and 'smoothie' makers had been purchased for the boarding houses. Pupils were actively involved in helping to keep records of the meetings. Suggestion boxes had been introduced in each house.

All of the interaction observed between staff and pupils was positive. Pupils actively sought appropriate attention from staff and appeared to enjoy their company.

Parents described the staff as "professional", "calm and patient" and approachable. Several parents commented positively on the quality of their child's relationships with their key workers and other staff.

Pupils' placement plans covered their identified emotional and social needs. Staff explained how key workers were trying to increase pupils' involvement in and ownership of these plans. Approximately one third of pupils were aware that they had a care plan and most of these pupils recalled having talked about it with their key worker.

Placement planning documentation included useful guidance for staff on managing aspects of pupils' behaviour. The school had, however, identified that these plans would benefit from having more detailed and individualised guidance on behaviour support, including the use of physical intervention. At the time of the inspection, draft plans for each pupil were being drawn up with the involvement of the whole staff team.

Pupils were given support to stay in touch with their parents. A payphone was available for pupils to use on the first floor landing leading to the boarding accommodation. Pupils were given a pre-paid phone card and were allowed to use the school telephone if they needed to make additional calls. One pupil recently admitted to the school said that they were feeling homesick and that the staff were helping them to settle in. Parents said that they were always made welcome when visiting the school.

The evidence above, together with evidence from previous inspections, indicates that the school continues to meet the outcomes for this group of standards.

# 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):

23, 24 and 25

Quality in this outcome area is adequate. This judgement has been made using available evidence, including a visit to the service.

The quality of boarding accommodation is variable, with some areas being more homely than others. Shared rooms continue to offer limited privacy.

## EVIDENCE:

The lounges of the four residential units were decorated and furnished to create a homely environment. All of the bedrooms were clean and well decorated, but some contained few homely features, particularly where pupils had not personalised the room themselves. Low shelving units served as dividers in shared bedrooms, but lack of privacy in bedrooms was still an issue for some pupils.

Air conditioning units had been provided for lounges in two residential units and fans had been fitted in some bedrooms in order to improve ventilation during a period of particularly hot weather.

Discussions with pupils and observations made during a tour of the premises indicated that there were still showers and toilets where privacy could be compromised.

The inspector was informed that plans had been agreed to enable the school to significantly develop its premises over the next two and a half years. It is understood that the final part of this programme will include extensive refurbishment of the boarding accommodation and the provision of more single bedrooms.

Pupils spoke very positively about the school's attractive and extensive grounds and also about the outdoor swimming pool, which was in regular use during the summer term.

# 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, 28, 31, 32 and 33

Quality in this outcome area is good. This judgement has been made using available evidence, including a visit to the service.

The school is well managed and staff receive a good level of supervision and support. Some progress has been made with regard to National Vocational Qualifications for care staff.

## **EVIDENCE:**

The school has an effective senior management team, providing good leadership in relation to residential provision. In the last year, the Head Teacher and Care Standards Manager have continued to have the additional responsibility of managing similar provision at The Heath School. This has included further development of the links between the two staff and pupil

groups, in anticipation of the amalgamation of the two schools with effect from 1<sup>st</sup> September 2006.

The school has a Statement of Purpose, which incorporates key policy documents, explaining how care is provided and identifying ways in which teaching and care for boarding pupils are integrated. There is a separate guide for pupils, written in a child-friendly format.

Documentation supplied by the school, together with observations made during the inspection (including attendance at the care staff handover meeting), and comments received from parents and pupils, demonstrated that the number and level of experience of staff on duty was sufficient to meet the needs of the pupils. For example, time was available for staff to support pupils in attending appointments and activities outside the school. The staff team had a balanced mix of male and female staff and reflected the cultural backgrounds of pupils. Pupils benefited from the consistency of having a stable staff group.

The standards relating to the training, supervision and support of staff were not assessed on this occasion. However, staff presented as feeling motivated and well supported by the management team. A sample of supervision records demonstrated that care staff were being given regular supervision and that these meetings were child-focussed. The support and training needs of staff were also being addressed through the supervision process.

The Care Standards Manager was suitably experienced, held qualifications equivalent to NVQ Level 4 in working with children and young people, and was studying for a post-graduate degree in child and adolescent mental health. The school's acting Head of Care, who was also appropriately experienced, had recently completed the Registered Manager (Children) award at NVQ Level 4. The school was continuing to work towards having the required proportion of care staff (80%) qualified to NVQ Level 3 in Caring for Children and Young People. Care staff were registered for this award and one member of care staff was about to commence training to become an accredited NVQ assessor.

Systems were in place for the Head of Care or another senior member of staff to monitor the range of records specified in the National Minimum Standards. Sampled records included evidence of this quality monitoring taking place and the Head of Care was able to give examples of how the results had contributed to the school's ability to meet pupils' needs more effectively. The Headteacher presented a written progress report to the governing body each term. Since the last inspection, the school had continued to develop the role of the independent visitor. The Head of Care explained that the independent visitor reported to the governing body on her experience of the school and that some of her visits were unannounced.

The inspector was informed that Governors' visits were generally being made on a half-termly basis and that the majority of these visits had been

unannounced. The inspector was informed that the governing body would be reconstituted following the amalgamation of Ramsden Hall School with The Heath School. This will provide an opportunity to undertake a further review of progress with these welfare monitoring visits and the related records.

# 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

<b>BEING HEALTHY</b>	
<i>Standard No</i>	<i>Score</i>
<b>14</b>	3
<b>15</b>	3

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

<b>ENJOYING AND ACHIEVING</b>	
<i>Standard No</i>	<i>Score</i>
<b>12</b>	3
<b>13</b>	X
<b>22</b>	4

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

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

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



Are there any outstanding recommendations from the last inspection? YES

### 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.	RS10	The school should ensure that all records of physical intervention contain sufficient detail to evidence compliance with National Minimum Standards and the school's own policy on the use of physical intervention.	
2.	RS10	The school should continue with plans to implement more detailed, individualised guidance on behaviour support and physical intervention into pupils' placement plans.	
3.	RS10	The school should develop the behaviour management and physical intervention policies to cover the purpose and use of the 'quiet room'. The school should also consider how the ambience of the 'quiet room' can be improved.	
4.	RS24	The school should keep under review the provision of sleeping accommodation to ensure the privacy of pupils is not compromised. <b>This is a repeat recommendation.</b>	
5.	RS25	The school should keep under review the provision of toilet/bathing facilities to ensure the privacy of pupils is not compromised. <b>This is a repeat recommendation.</b>	
6.	RS31	The school should continue to work towards achieving the required level of care staff qualified to NVQ Level 3 in Caring for Children and Young People.	

## **Commission for Social Care Inspection**

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