



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Eaton Hall School

**Pettus Road
Norwich
NR4 7BU**

Lead Inspector
Clive Lucas

Announced Inspection
29th January 2007 09:00 am

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

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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 or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

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

Those outcomes are:

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

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

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

SERVICE INFORMATION

Name of school	Eaton Hall School
Address	Pettus Road Norwich NR4 7BU
Telephone number	01603 457480
Fax number	01603 456211
Email address	office@eatonhall.norfolk.sch.uk
Provider Web address	http://frednicholson.norfolk.sch.uk
Name of Governing body, Person or Authority responsible for the school	Norfolk County Council Education
Name of Head	Not applicable
Name of Head of Care	
Age range of residential pupils	
Date of last welfare inspection	

Brief Description of the School:

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

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

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

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

SUMMARY

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

This summary has been written in language suitable for young people to read.

The inspection date was agreed with the head teacher. Before the inspection questionnaires were sent out to the head teacher, parents and staff. During the inspection, the inspector:

- spoke with pupils, staff, the Head Teacher and Head of Care,
- spent some meal times and activity times with staff and pupils,
- read some records,
- looked round the living areas.

Eaton Hall is a good school.

What the school does well:

- staff look after the pupil's health, they make appointments for them to see doctors and dentists, make sure they have any medicines that they need and keep an eye on pupils to make sure they are alright,
- staff do their best to make sure that pupils can spend private time in their bedrooms,
- staff try to make sure that pupils are not bullied, they do this as a team,
- staff are good at making sure that pupils are kept safe, they have training to help with this,
- staff help pupils to behave in a good way,
- all staff at the school talk to each other and work well together,
- staff listen to pupils and their families,
- the school is well run by the Head Teacher and her assistants.

What has improved since the last inspection?

Since the last inspection:

- a door has been fitted to the children's telephone in the main school, making it more private,
- the way medicines are given out has changed,
- the checks on staff to make sure they are the right people to work with children has got better,
- changes have been made to make it less likely that pupils can burn themselves on hot water from the taps.

What they could do better:

To be even better the school could:

- make changes to the sleeping areas in the main school,
- check that the way they give out medicines is the best it could be,
- talk to the pupils to let them know what is happening about bullying.

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

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office. The summary of this inspection report can be made available in other formats on request.

DETAILS OF INSPECTOR FINDINGS

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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)

The Commission considers Standard 14 the key standard to be inspected.

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

14 and (in part) 15.

Quality in this outcome area is good. The school provides a healthy environment for pupils. There are some areas that could be reviewed and senior staff are open to ways of further improving practice. There is some current contention over food. It is the opinion of the inspector that the school are keen to find a way of dealing with this.

This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The school continues to provide a healthy environment for the pupils. Individual health matters are recorded and appropriately managed. Examples of this were found on young people's files and in discussions with staff. Issues such as epilepsy and autistic spectrum disorders were covered.

Records are kept of any medicines that are given to young people. For the most part they are properly recorded, but some entries were made in pencil. It is recommended that in order to make the records more secure they are always made in ink.

It was a recommendation of the previous inspection, that medication should be dispensed directly to the recipient from its original container to avoid the possibility of errors occurring. This has been dealt with. The only time that medication is now dispensed into a separate container is when it is being taken on a trip away from the school. While this continues to pose a potential risk, it has to be balanced with the risk of carrying full containers of medication.

There was some lack of clarity over which medicines were controlled drugs. There was not a separate procedure for handling controlled drugs.

It is recommended that pharmacist advice be sought over the conflicting risks of carrying full containers of medicines on trips away from the school and putting medicines into separate containers. Further that advice is sought about the handling of controlled drugs, in order for senior staff to assess if the current procedure is appropriate.

While the standard on the provision and preparation of meals was not fully assessed at this inspection, some young people did express negative views on recent changes to the menus. The head teacher explained that the school has introduced the Government guidance on healthy eating in schools. This guidance is very prescriptive and not appreciated by all of the pupils. This is a shame, as previous inspections have found that the school provided good and healthy meals, which the pupils did appreciate. The head teacher hopes that developing interpretation of the Government guidance will allow the school to provide healthy food, which is again appreciated by the pupils.

The inspector saw staff encouraging pupils to eat well at mealtimes, and to try food that they were unsure about. Good table manners were encouraged.

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)

The Commission considers Standards 3, 4, 5, 6, 8, 10, 26 and 27 the key standards to be inspected.

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. Privacy is respected and promoted by staff. The sleeping accommodation limits privacy and prevents this outcome group being excellent. Child protection matters, anti bully measures, health and safety and the creation of a relaxed and safe atmosphere in the school are given a high priority. There may be a need to reassure young people about how bullying is dealt with.

This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

As was found at the previous inspection, there was a strong emphasis when talking to staff about promoting the privacy of children and managing information in a confidential manner. Guidance on these issues is provided for staff. Records are securely stored.

Staff were aware of the need to respect the privacy of young people when they are in their bedrooms. However, the layout of sleeping areas does not promote privacy (see comments under Achieving Economic Wellbeing).

Children have access to a telephone both on the school site and at Surlingham House and these facilities are publicised in the brochure produced for children. The telephone at the main school has had a door fitted to improve the privacy of young people making calls.

Complaints and bullying are addressed in the children's brochure, (entitled 'a beginners guide'). This deals with bullying from other children and being badly treated by an adult. The brochure publicises the contact number of the Commission for Social Care Inspection and Childline. It uses pictorial prompts as well as written text. There have been no complaints received by the school since the previous inspection took place. The school has a detailed guidance document entitled 'Positive management of Behaviour'.

A number of young people were asked about their views on bullying at the school. Views were mixed, with some feeling that bullying was well dealt with and others feeling that staff could be more vigilant and sanctions for bullying should be more severe. Staff spoken with were well aware of bullying issues. Evidence was found in records of potential bullying being identified, dealt with and communicated to other staff. The school has used resources such as a theatre company to raise awareness of bullying, and has involved pupils in work that it has done for Norfolk County Council on bullying.

It may be the case that young people are not aware of the steps that are taken in response to incidents of bullying, because they are handled confidentially. It is recommended that young people be spoken with about their views on how staff deal with bullying and how the young people can be reassured about staff actions.

All staff have had child protection training. All senior staff are trained as designated members of staff for child protection. Staff spoken with said that they were confident on how to handle any child protection concerns. A selection of child protection records was looked at. This showed that the school had been robust in making a child protection referral, when the initial response from the Children's Services Department Emergency Duty Team was that they would not deal with it. In this case the school acted in the best interests of the young person concerned and achieved an appropriate response. Another case of a borderline child protection issue involved a member of staff in speaking with the young person before a senior manager, who when they were approached, made sure that the young person's social worker was informed. The inspector recognises that this was a borderline case, and that judging a response in such cases can be difficult. Therefore, it is recommended that some advice be sought from Norfolk Children's Services Department on when to make a child protection referral and when to seek clarification from a young person beforehand.

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

The inspector saw staff encouraging positive behaviour in young people and challenging inappropriate behaviour. There is a positive reward system in place, which operates on a snooker ball system, with black being the highest level. Young people are aware of how it operates. There are also opportunities to earn points for the young people's dormitory groups and to gain individual commendations. Diaries, which are used to communicate between staff include positive comments as well as matters of concern.

All staff receive Team teach training, to help them manage challenging behaviour. The school is applying for the Gold Standard in Team Teach. Records are kept of restraints and these are monitored by either the Head Teacher or Head of Care. At the same time as the inspection CSCI were made aware of a concern about the length of time that children may be restrained at Eaton Hall. The inspector had looked at a sample of restraint records during the inspection, and did not find any that gave cause for concern. The concerns were passed on to the school and looked by senior staff. They also found no cause for concern. CSCI confirmed with the placing authority (Norfolk Children's Services Department) that they were aware of the expressed concerns, had looked into them and were satisfied with the way the school were managing challenging behaviour.

Fire detection and fighting equipment is tested regularly and regular fire evacuation drills are held. The boiler is serviced annually and there are risk assessments in place for activities, fire risk and individual pupils safety. Following the previous inspection temperature regulators have been fitted to the hot water taps.

Appropriate recruitment checks are carried out for all staff. Criminal Records Bureau checks are carried out by Norfolk Children's Services Department. The school receives a letter from the Children's Services Department stating whether or not the check has shown up any previous convictions. In one such letter a member of staff was identified only by surname. While the head teacher knew to whom it referred, it is recommended that full names be included in these letters to avoid potential confusion.

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)

The Commission considers Standards 12 and 22 the key standards to be inspected.

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

12 and 22

Quality in this outcome area is excellent. There are good relationships between care and teaching staff, which support children's educational progress. Children receive individual support from staff.

This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

Teaching staff and care staff work together throughout the school day to support children, and there are morning and afternoon handover meetings. Care staff will support individual children during the teaching day. A Senior Care Manager is on call during the school day to provide support. The children also have personal diaries that staff use to record any matters that arise for the children during any part of the day. The school are to be commended on the positive relationships that exist between care and teaching staff, and the benefits that this has for pupils.

Examples of support for individual pupils were found in their records and through discussions with staff.

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)

The Commission considers Standards 2, 17 and 20 the key standards to be inspected.

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

2, 17 and 20.

Quality in this outcome area is excellent. Young people are listened to and their views are actively sought. Young people needs are assessed, recorded and acted upon. Communication with parents is encouraged.

This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

There is a school council, which pupil representatives are voted onto. Pupils have further opportunities to express their views and influence the way the school is run through discussions with their tutors and other staff. Through discussions with staff it was evident that they listen to young people's views. Pupils said they could discuss concerns with their tutors or the Head of Care.

Some young people are supported in taking part in staff selection.

Placement plans and objectives are set out within the children's statements of special educational need and their admission details. This information then forms the basis of a child's 'Individual Social Programmes', (ISP's). These are reviewed termly and written summaries of the meetings held between the pupil and personal tutor are held on file. These contain specific targets and contain regular updates on progress towards these goals. The young people were aware of their plans and their targets. Staff were also aware of the content of the young people's plans.

Young people are able to maintain contact with their families through the telephone and by families visiting. The personal tutors keep in contact with the families and visit them regularly. In the pre inspection questionnaires, one parent said that there could sometimes be some confusion in the communication between the staff and the parents. Other parents said the school was good at communicating with parents.

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 and 24

Quality in this outcome area is adequate. It is prevented from being good due to the limitations of the sleeping accommodation in the main school.

This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

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

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

The children's bedrooms on the school site are not of an adequate size. The children all have a single bedroom, which contains a desk and space to store personal belongings. Individual children have personalised their rooms, but the floor space in each room is limited.

Some young people said that their privacy in their sleeping areas was compromised by other young people pulling back the curtains that cover the doorways in place of doors. The situation is better at Surlingham House and several children commented that one of the reasons they liked living there was because the space and privacy. It is recommended that serious thought be given to how privacy and sleeping areas can be improved.

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)

The Commission considers Standards 1, 28, 31 and 32 the key standards to be inspected.

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

1, 28, 31 and 32.

Quality in this outcome area is excellent. The school is well managed for the benefit of the young people who board there.

This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

Children, parents, staff and placing authorities have access to a statement of the school's statement of the school's care principles and practice for boarders. This covers all of the areas set out in standard 1 of the National Minimum Standards.

There is a low turnover of staff at the school. This means that staff are experienced and able to meet the young people's needs. There are sufficient staff on duty at all times. There was recognition from staff that shifts can be demanding, but that they were manageable. In some cases, when someone has had a demanding night, they have been allowed to go home early the next day.

Several staff said how much they liked working at the school. One member of staff commented that she "had never worked anywhere with such a supportive staff team". Another said it was "a great place to be".

All residential staff undertake NVQ level 3 training. at the time of the inspection 11 staff had completed it, 3 were working on it and 2 were waiting to be registered. This is a good level of training.

The senior staff at the school are aware of how the school operates and areas of development. Records are monitored and any necessary action is taken. There is good communication between senior staff and other staff.

SCORING OF OUTCOMES

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

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

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

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	2
15	3

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

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

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

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

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

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	RS14	It is recommended that in order to make the medicine records more secure they are always made in ink.	
2.	RS14	It is recommended that pharmacist advice be sought over the conflicting risks of carrying full containers of medicines on trips away from the school and putting medicines into separate containers. Further that advice is sought about the handling of controlled drugs, in order for senior staff to assess if the current procedure is appropriate.	
3.	RS6	It is recommended that young people be spoken with about their views on how staff deal with bullying and how the young people can be reassured about staff actions.	
4.	RS4	It is recommended that some advice be sought from Norfolk Children's Services Department on when to make a child protection referral and when to seek clarification from a young person beforehand.	

5.	RS27	It is recommended that full names be included in the letters from the County Council Personnel Department about Criminal Records Bureau outcomes to avoid potential confusion.	
6.	RS24	It is recommended that serious thought be given to how privacy and sleeping areas can be improved.	

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