


# CCRAG Quality Monitoring Form

## Provision Details

<b>Provision/School:</b>	<b>BROADLANDS HALL SCHOOL</b>		
<b>Address for Visit:</b>	<b>Virtual/ Microsoft Teams</b>		
<b>Provider Contact Details:</b>	Name / Position / Email / Phone Number <b>Shane Rowe</b> Broadlands Hall Head Teacher <a href="mailto:head@broadlandshall.co.uk">head@broadlandshall.co.uk</a>		
<b>Date of Visit:</b>	<b>19/11/20</b>	<b>Announced</b>	
<b>Reason for Visit and Details:</b>	Eg: Scheduled, CCRAG Allocation, Concern/Notification, Inspection Outcome (Ofsted/CQC/LA) <b>CCRAG allocation monitoring</b>		
<b>Current Local Authority Placements:</b> (Initials of CYP and Local Authority)	<b>CCC 1:  Essex, Luton, Oxfordshire</b>		
<b>Local Authority conducting visit:</b>	<b>Cambridgeshire County Council</b>		
<b>1</b>	Name: Maddie Alpar	Email: <a href="mailto:Maddie.Alpar@cambridgeshire.gov.uk">Maddie.Alpar@cambridgeshire.gov.uk</a>	
	Position: Assistant Commissioner, SEND	Tel: 01223 703546	
<b>2</b>	Name: Carla Stavrou	Email: <a href="mailto:Carla.Stavrou@cambridgeshire.gov.uk">Carla.Stavrou@cambridgeshire.gov.uk</a>	
	Position: Senior Educational Psychologist for Autism & SLCN	Tel: 01480 373573	

## BACKGROUND INFORMATION:

*The fields below are to assist the visiting officers to collate relevant information prior to the visit. If timescales do not permit the full completion of this section, please ensure that fields are completed following the visit if appropriate.*

Please confirm placement(s) are on-going before proceeding further If visit is not proceeding please inform CCRAG			<b>Yes</b>
Date of last visit by your Local Authority	N/A	By whom:	Officer / Team: N/A
Other Local Authority / CCRAG Visit details:		Information not received from CCRAG	
Last Regulation 44 Report:	Report Date:	Last Regulation 35 / 45 Report:	Report Date:

(Residential only)	29/09/20 re Thistledown		
CQC / Ofsted Registration Number: 135252		Broadlands Hall	

Last Full Ofsted / CQC Visit:	Date and Rating: 9 <sup>th</sup> May 2017: Good	Last Interim: (if applicable)	Date and Rating: 4 <sup>th</sup> July 2019: 'The school meets all the independent school standards that were checked during this inspection'
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<b>Details of Recommendations / Actions from above Visits and Reports:</b> <i>Please note any actions arising from an inspection that resulted in a rating of Inadequate will be addressed by Ofsted/CQC.</i>		<b>Visiting Body</b>
9 <sup>th</sup> May 2017 Ofsted report with a different Head teacher- the last interim report is more relevant		

**Ofsted/CQC Interface:** *Please record any interface with Ofsted/CQC relevant to this visit*

4<sup>th</sup> July 2019 latest follow up visit:  
The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. Not all of the standards and associated requirements were checked during this inspection.

**Information provided by Other Local Authorities and Relevant Professionals:**  
*E.g. feedback from CCRAG partners regarding the quality of the provider and/or experience for their young person / or other professionals (IROs / SWs / Health / Education)*

No further information provided although requested of the Case Work Officer.

## FOCUS OF VISIT:

*Please list areas to focus on and specific evidence to be checked / investigated during visit*

Areas of focus:	Evidence to inspect:
<ol style="list-style-type: none"> <li>1. Learning and the school environment</li> <li>2. The voice of the child/ progress of the young person</li> <li>3. Safeguarding and Quality Assurance</li> <li>4. Recruitment, Staff Support and CPD</li> <li>5 Health and Safety</li> <li>6 Well being</li> <li>7. Residential- Thistledown Home</li> </ol>	<ol style="list-style-type: none"> <li>1. Progress data, school environment and activities</li> <li>2. CYP Files</li> <li>3. Quality Assurance records and school policies</li> <li>4. Staff Files (recruitment, training and supervision)</li> <li>5. Policies, records and logs</li> <li>6. Talking to parents and staff</li> </ol>

(add further points if necessary)	<b>7. Discussions with the home manager</b> (add further points if necessary)																
<b>Additional Checks:</b>																	
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">1. CYP Files</td> <td>Appendix 1</td> </tr> <tr> <td>2. Staff Files</td> <td>Appendix 2</td> </tr> <tr> <td>3. Foster Carer Files</td> <td>Appendix 3</td> </tr> <tr> <td>4. Schools</td> <td>Appendix 4</td> </tr> <tr> <td>5. Health</td> <td>Appendix 5</td> </tr> <tr> <td>6. Property Checks / Health &amp; Safety:</td> <td>Property observations and provider's monitoring systems</td> </tr> <tr> <td>7. Outcomes:</td> <td>How the provision achieves the following:</td> </tr> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>Permanence Planning</li> <li>Making a Positive Difference</li> <li>Health</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>Safeguarding</li> <li>Transition to Independence</li> <li>Co-production</li> </ul> </td> </tr> </table>		1. CYP Files	Appendix 1	2. Staff Files	Appendix 2	3. Foster Carer Files	Appendix 3	4. Schools	Appendix 4	5. Health	Appendix 5	6. Property Checks / Health & Safety:	Property observations and provider's monitoring systems	7. Outcomes:	How the provision achieves the following:	<ul style="list-style-type: none"> <li>Permanence Planning</li> <li>Making a Positive Difference</li> <li>Health</li> </ul>	<ul style="list-style-type: none"> <li>Safeguarding</li> <li>Transition to Independence</li> <li>Co-production</li> </ul>
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<b>8. Intension to consult further with Foster Carers – NOT APPLICABLE</b>																	
<p><b>Child and Young Persons' Voice:</b> We did not speak directly with the CCC young person, although this was offered. The young person sent us a filled in questionnaire- see 'CHILD &amp; YOUNG PERSONS VOICE (Responses)' for further details.</p> <p>Suggested questions (to be asked by the Young Commissioner/Children in Care Council where possible)</p>																	
<b>VISIT FINDINGS FROM VISITING OFFICER(S):</b> <i>Where relevant, please cross reference findings to the numbered items in the Focus Of Visit section above</i>																	
<b>Finding from Areas of Focus</b>																	
<b>1. Learning and the school environment</b>																	
<p>The school assembly rota 2020-2021 Autumn Term covers a variety of important themes each week including 'World suicide prevention day' and 'Black Lives Matter'. Two assemblies are held by the Student Council each term, highlighting the importance of their voice in the school.</p> <p>The Head Teacher has implemented a 'Country of the month' after seeing that there needed to be more culture and nationality awareness added to the school learning and environment. The Country of the month is reflected in the food staff cook with the young people, the assembly, as well as geography lessons. The chosen countries are based on relevant celebrations of that month, e.g. Brazil with the Rio Carnival, as well as any links to the nationalities of the students.</p> <p>For each pupil, their curriculum, assessments, schemes of work and progress are co-ordinated and overseen by a Lead Teacher. The Lead Teacher also performance manages all of the Learning Support Assistants (LSAs). Each pupil has a lead LSA who is their key worker.</p> <p>Subjects are taught by subject specialist qualified teachers and by post-graduate specialist LSAs. The school is able to deliver GCSE courses in English, Science, Maths, History and ICT to those students</p>																	

who are able to achieve at this level. Some resources, courses and qualifications are also available at the local mainstream secondary school. Pupils would visit there, supported by Broadlands staff. The school also works creatively to meet the individual needs and interests of students. For example, the CCC pupil wanted to do horse-riding and learn Japanese which the school has facilitated.

## **2. The voice of the child/ progress of the young person**

- Pupils contribute to their Annual Report with their 'highlight of the year'.
- One page profile is written in the first person and represents pupil voice.
- Active Student Council.
- CCC pupil has completed a Feedback Form
- IEP Journal records progress against targets with examples and photographs
- Assessment Tracker records detailed progress in curriculum areas and autism areas of need every half term
- B Squared tracks pupil progress and is updated by teaching staff weekly.
- The school has a strong open communication with parents. For the CCC young person this includes a weekly newsletter with photos and information on new foods that have been tasted and enjoyed!

## **3. Safeguarding, Quality Assurance, and policy's**

### Quality assurance-learning walk

We looked at an example of a Learning Walk and Learning Walk Feedback document for the LO Classroom on 01/10/20. The feedback form is clearly laid out with the aims, positives, improvements and actions. It is clear that the individual student and the learning and progress of that student is at the centre of the aims and actions with the promotion of student work and an engaging learning environment.

### Quality Assurance Calendar 2020-2021

Quality assurance activity: Lesson observations- termly, Data and evidence-termly, Learning walks-half termly, Student voice (Student Council) -twice termly

There is a clear focus on all of the QA activities and they are spread out evenly throughout the year/ each term. Activities are repeated each term where necessary, such as 'Book and Assessment scrutiny' which is attended by all staff. The Head Teacher is in attendance at all of the QA activities including the Student Council to ensure the young people know it is a high priority for the school. The Student Council has distinct areas of focus twice a term, areas of focus include 'Areas to improve' and 'Extra-Curricular Activities'.

## **4. Recruitment, Staff Support and CPD**

### Recruitment

We looked at the recruitment journey of a member of staff for the role of a Learning Support Assistant with a start date of Autumn Term September 2020. Employment gaps and DPS was checked, the reference and proof of identity was signed and dated by the Head Teacher, evidence of interview questions and answers were seen and the 'Safer Recruitment Evaluation Checklist' was filled in with all policies and procedures in place and dated by S Rowe (HT) 28/08/20.



### Staff training

Staff training is held once a week and led between different teachers as well as a few online sessions. Examples include 'Parents Evening' and 'Being Ofsted Ready'.

The 'Staff Training Matrix 20 21' is completed for all members of staff. All staff training is online (EduCare) other than 'NAPPI' and 'Introduction to Safeguarding'. There are two years' worth of Educare courses booked in, this year includes 'Use of reasonable force' and 'Equality and Diversity'. There is further evidence for enquiries into the staff courses 'Understanding Autism' and 'Behaviour that challenges in Children ONLINE', showing active outreach to further development opportunities for staff by the Head Teacher.

It would be useful for the 'Staff Training Matrix 20 21' to clearly identify how often each training course needs to be renewed. For example, where there are dates of 2018 it would be good to know if the training course/ certificate they took is still in date.

'NAPPI' is the de-escalation/ restraint practice the school uses. In both the school and the homes any physical intervention is always seen as the last resort and all staff ensure that they are consistent with their approaches, especially between the home and school. Staff are taught to try at least three de-escalation tactics suitable to the young people before they move to hands on. They use Red, Amber and Green behaviour scales for the individual young people and tailor their approach to the situation and the needs of the young person. Every restraint has a post incident review where the staff involved are able to log what happened as well as what worked well and how they approached the situation. There is a section for the young person to fill in with a member of staff and the young person is always given the opportunity to reflect and talk it through. We saw two examples of evidence for this.

We have viewed signature evidence for all staff being aware of where the school policies are and that all staff have a duty to read and understand them fully. All staff sign every September, when they start following their induction or if there are any changes regarding policies. As a part of staff's induction week they are also given time to read policies in place.

We also viewed dated signature evidence for staff reading and understanding '2020 Keeping Children Safe in Education Guidance-Part One'.

### Staff handbook 2020-2021: Key points noted include

There is signed and dated evidence of a staff member receiving a copy of the handbook 04/09/20. The staff handbook is clearly laid out and readable and covers all aspects of the school days and expectations of staff. The Handbook also covers Aims/ Values, safeguarding and Physical Intervention. It is clear in the Handbook that Physical Interventions are to be used as a last resort only via NAPPI trained staff and that all evidence of physical intervention is logged appropriately.

The Handbook is very proactive and shows clear evidence of staff support "Staff are encouraged to identify any training needs with their line manager". It is clear from the Handbook that the young people at the school and their support needs, progress and learning is evident in many aspects of the school environment with the support of staff. This is also passed onto home staff "The information regarding a young person is also passed on to the staff at the home daily so they are able to praise the young person if they have had a good day or reflect with them about how we can improve the next."

### Lead Teacher Meetings

Evidence seen of Lead Teacher discussion topics and meeting minutes with actions. Minutes include previous actions and completion table filled in.

### Performance Management

Performance management is held in three stages with line managers.

1. Objective Planning - Will take place by 30th September 2020 or as staff are recruited. Three objectives will be set for the year ahead and any training needs highlighted
2. Interim review of objectives - Will take place by 26th February 2021. A review of the progress made towards the three objectives set
3. Final Review – Will take place before the end of the 2020 – 2021 school year. Review of the three objectives set at the start of the year

## **5 Health and Safety**

- PAT testing- in date and signed 26/10/20- no issues
- COVID 19 risk assessment Sept 20- The school has adapted well to the COVID guidelines and restrictions. Staff ensure that students and permitted visitors abide by guidelines. All elements of the school learning and environment has been thoroughly thought through, this includes using a private setting for swimming lessons with social distancing and the provision of personal stationary for the young people and personal sanitiser for all members of staff. Checks are carried out by the Head Teacher and the assessment is dated and signed by both the Head Teacher and another member of staff. This is reviewed at least every half term.
- COVID 19 risk assessment Nov 20- as above and signed. Notes that work experience and swimming has closed on 4<sup>th</sup> November. It is assumed this is due to lockdown.
- Emergency lighting certificate- signed and dated 12/11/20- no issues
- Evacuation drill evidence-staff and student evacuation record, dated 18/09/20-all ticked with notes where staff and young people are off site
- Fire alarm certificate- signed and dated 12/11/20- no issues
- Fire extinguisher 12 month service check- signed and dated 06/11/20- no issues
- Fire Risk Assessment- dated 11<sup>th</sup> November 2020, no issues, evacuation drills are held every half term, fire alarm system checks are held monthly, clear procedures in place and evacuation is well practiced
- Fire Warden Certificate Level 2 for staff member- signed and dated 12/11/20
- Fridge Temps- carried out every single day AM and PM, signed by a member of staff

## **6 Well-being and support**

Staff members are given a daily update sheet to inform them of any notices and changes in pupil and staffing whereabouts.

### Feedback from teachers

Staff member 1:

The staff feel “very supported” as they have contact with the Head Teacher on a daily basis, all staff communicate to each other regularly and for LSA staff there is time at the end of the day for staff to get more training and further information. The school has close working relationships with the three homes and they have good communication with the way in which they manage “handover” with a daily book/log. It was noted that the Head is amenable to changes and eager to take on any changes and suggestions led by staff to further develop the school, staff and students.

Quotes include:

“love it”

“enjoy working here”

“the display boards look amazing” “you must come and visit”

Staff member 2:

Every half term they have review meetings for their personal targets and outcomes. Staff are supported by their own lead teacher/ line manager and the Head Teacher’s door is always open if anything needs to be discussed. Quotes include:

“lots of support”

“like a family”

“happy place to be”

#### Feedback from parents

CCC sent the parents/ carers of CCC young person a questionnaire to complete prior to our visit. All statements were agreed with regarding communication, school aspirations and child enjoyment. Additional feedback from parents/ carers is all highly positive and enjoyable to read “I have nothing but praise for everything they have done for X. X is happier, healthier more tolerant and has made significant and delightful progress both academically and on a personal and social level and I credit this wholly to the care X receives there.”

## **7. Residential- Thistledown Home**

### Virtual meeting with Thistledown Residential Manager Melanie (Mel) West

We did not undertake a full virtual monitoring visit at Thistledown Home. The meeting with the home manager was carried out as our own young person is currently placed at the home and it was important to track the young person’s journey. We talked to the home manager about the progress of our young person and the relationship between the home and the school.

There is lots of consistency between the home and the school and it is clear through talking to members of staff that the relationship between the two is incredibly strong, having been strengthened largely by the actions and initiatives put in place by the Head Teacher Mr Rowe.

Key workers from the home attend school assemblies so that they can comment and congratulate the young people on the weekly certificates they receive when the young people come home. Key workers and representatives from the home go to meetings with the school in order to talk through shared learning and any challenges or successes they may be experiencing.

The Head Teacher and the residential manager work very closely together and once a week the Head has dinner with the young people on their “cultural night” and takes part in any evening activities,

further interacting with the young people. This helps the young people to build a better relationship with the Head teacher and see the Head as open and approachable.

Staff between the home and school work together to build a consistent routine and ensure that everyone is on the same page with their approach to the different young people. If there are any problems in the home the residential manager is able to call the Head and borrow any school resources to help the situation.

The residential manager spoke about the huge progressions made by the CCC young person in relationships, behaviour and meeting outcomes. It was clear to see the personal impact that the successful progression of the young people had on the residential manager with the level of achievement they are seeing.

Care in Thistledown Home is very much tailored to the individual young people. Examples of this include separate menus and outcomes for the young people. The CCC young person develops their home skills by cooking one night a week a meal of their choice, and has an incentive reward chart for home tasks such as making the bed, putting laundry away and showering. They are able to track target progression through this. Rewards are given through this, and are adapted to meet needs and the suitability to the young person, for example the CCC young person struggled with the thought of monthly targets so this was then reduced to weekly. Additionally they have an "above and beyond chart" where the home is able to record further accomplishments by the young people.

Staff clearly listen to the needs and wishes of the young people and work with them with behaviour incentives suited to their interests.

Options to personalise bedrooms, whether the young people choose to or not, is always encouraged however they wish to express themselves. The same is true with out of school activities which are tried out and encouraged where the young people express an interest, but not pushed. Where a young person expresses an interest in something, this is followed up by home staff with access to activities or possessions.

In respect to the young person's voice within the home, the home has a residents meeting once a week. Other feedback measures include a "wishes and feelings" page the young person completes once a month as well as the close relationship with the key worker and staff who are always able to address the needs of the young people.

Quotes from the residential manager include:

"Mr Rowe has come into the school and blown it up- he has made such a huge impact"

"the relationship between the home and school has improved 100 fold since Mr Rowe"

"I love my job"

"I feel very lucky to work here"

"(the Head) interacts really well with the young people"

#### Thistledown statement of purpose

The SOP is very detailed whilst easy to read. It details the 'Arrangements for Staff Supervision, Training and Development of Staff' as well as 'Behaviour Management' and guidance and policy on 'Restrictive Physical Intervention'. As with the staff school handbook RPI is seen as a last resort when other means of de-escalation have failed.



There are quotes throughout the document from the young people ***"Staff talk to me about my future. I am happy here and feel safe"***. (Young Person – May 2020). Some of the quotes are from 2016 so need to be updated to reflect the current young people's views.

Thistlethorn Ofsted report: SC443009

This was a COVID assurance visit 22 to 23 September 2020

Ofsted recommendations from the COVID assurance visit:

■ For children's homes to be nurturing and supportive environments that meet the needs of their children, they will, in most cases, be homely, domestic environments. ('Guide to the children's homes regulations including the quality standards', page 15, paragraph 3.9)

In particular, ensure that any restrictions on children accessing areas of the house are risk assessed, necessary and proportionate and kept under review

■ Ensure that all children have access to appropriate advocacy support, and when possible, this should be provided by a person who the child chooses. Looked-after children are entitled to an independent advocate to advise them and ensure that they have the support needed to express their views, wishes and feelings about their care and lives. ('Guide to the children's homes regulations including the quality standards', page 23, paragraph 4.16)

■ Ensure that records are clear and contain all relevant important information. ('Guide to the children's homes regulations including the quality standards', page 62, paragraph 14.4)

## Findings from Additional Checks

### 1. Document of 'New Initiatives at Broadlands Hall School' written by Head Teacher Shane Rowe. This includes details on the following:

- **Daily reading:** 20 minutes each morning as well as 20 minutes at home each day in replace of homework. This has created improvements in reading and spelling, greater reading confidence in the young people and stronger relationships between the school and home.
- **Timetable changes:** Introduction of shorter lessons/ sessions where appropriate and a 20 minute reflection session at the end of each day to fit in line with the schools 'Every day is fresh' approach.
- **Reflection books:** Daily reflection from both staff and students to write comments in during the day ready for the reflection period.
- **IEP Journal:** The IEP journal was introduced to show evidence of young people meeting targets set out in their IEP which are short term targets directly linked to a young person's long term EHCP target. These journals will be shared at EHCP annual reviews.
- **Core Curriculum:** core curriculum for all young people and time for a CYP personal curriculum
- **Swimming award:** Many young people take part in weekly swimming lessons. Outside of lockdown this was taking place in a private pool to adhere to COVID guidelines. Students can see their own progress in ability, fitness, and it provides another opportunity for socialisation.

- **Student Voice:** The Student Council has been elected each year with defined roles and responsibilities. The young people have had a say in uniform, the lunch menu and equipment available at break times. Displays are up on the school corridors.

A discussion with the Head Teacher further highlighted the enthusiasm for the school that all staff have. The school never uses agency staff, rather, the home staff work amongst themselves to ensure cover is available and shifts are always filled, this also occurs when staff are away for training purposes, which both the school and home staff are involved in. Additionally, home staff will come to the shift early to go to larger school celebrations, which they are always invited to.

The addition of daily reading was noted as a 'turning point' for the school, especially staff members and their expectations of the students which was heightened once they realised it was achievable.

(add further points if necessary)

## CHILD & YOUNG PERSONS VOICE (Responses)

CCC sent the young person a questionnaire to fill in. Responses are positive about both the home and the school, the young person feels happy and safe in both. He is part of the school Council and it is good to see that his involvement in this, and the changes that have come from it are reflected in his feedback

"The lunch has got better. I would like the opportunity to make my own school lunch but they have got better since the student council got involved. The food at the home is good."

### Feedback regarding improvements:

School building is sometimes too hot. I would like our own kitchen in school and a sports hall. The home is too small and noisy but I am happy with my bedroom there.

I would like more difficult English work to do.

(add further points if necessary)

## SUMMARY RECOMMENDATIONS AND ACTION PLAN

### Summary of Visit:

It is clear that the school and the home have strong links and close working relationships. Learning and care provision is tailored to the individual needs of the young person and outcomes and achievements of the young people are celebrated and recorded. The school has a large pupil voice, largely led by the school council and individual interests are encouraged. Staff feel supported in the school and home and credit the Head teacher, Shane Rowe, in creating and promoting stronger working relationships between all staff and adding a more open and friendly atmosphere to the school environment.

This monitoring visit was undertaken virtually due to COVID restrictions and as such it is acknowledged that it lacks an overall view of the softer aspects that would may be picked up in person.

### Recommendations:

► **Recommendation for the School:**

- It would be useful for the 'Staff Training Matrix 20 21' to clearly identify how often each training course needs to be renewed. For example, where there are dates of 2018 it would be good to know if the training course/ certificate they took is still in date.
- Quotes from Thistledown Statement of Purpose to be updated if the quotes from the young people are more than two years old.
- 

Actions:	Action Plan Required?
► No actions required	N
►	
►	
►	
►	
►	

<b>ACTION PLAN DUE DATE:</b>	No action plan due		
<b>Report Compiled by Visiting Officer(s):</b>	Maddie Alpar Carla Stavrou	<b>Date:</b>	24/11/20


**LA Approval:**

Report approved by Senior Commissioner in the Joint Children & Young People's Commissioning Team.

<b>LA Commissioning Manager:</b>	A. Hewson	<b>Date:</b>	15/12/20
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**Provider's Agreement:**

The Provider is in agreement with the contents of this report and agrees that the information within can be shared with CCRAG partners as appropriate.

<b>Providers Comments</b>  <i><b>Please Note:</b> If the provider believes that this report is factually incorrect in any respect, they must notify the Visiting Officer in writing within 5 working days of the report being issued</i>			
<b>Provider's Representative and Job Title:</b>	 Headteacher	<b>Date:</b>	15 / 12 / 20
<b>Distribution:</b>  <i>Recipients to share report as appropriate</i>	<ul style="list-style-type: none"> <li>▶ Upload to CCRAG Website</li> <li>▶ Provider's Representative</li> <li>▶ Local Authority Visiting Officer(s)</li> <li>▶ Local Authority Senior CYP Commissioning Manager</li> </ul>		

**The Recommendations** contained in this report are suggestions given to assist the Provider to improve the provision further and we will check whether you have acted on these recommendations when we next visit.

**The Actions** are areas that need to be addressed and the Provider must comply with all Actions identified. Those Actions where the provider is not able to evidence compliance with the contract will require an **Action Plan**. An Action Plan document must be submitted by the Provider within 10 working days from the date of request and must address the areas identified. It must give details of each Action with responsibility for each task allocated to a named member of staff and the date by which each task is due to be or has been completed.

**Note:** It is the responsibility of the LLA to ensure the Provider Action Plan is uploaded to the Provider's CCRAG page along with a copy of this report.



## Appendix 4: Education (Residential Schools)

EDUCATION PROVISION	
Are individual teaching timetables available, i.e. does each child/group have their own timetable?	Yes
Do the hours of education meet the minimum requirements for each key stage? Note: This is actually teaching time, and does not include registration, break or lunch times:- KS1 – 21hrs, KS2 – 23.5hrs, KS3 – 24hrs, KS4 – 24hrs	Yes
Comments: Teaching time of approximately 33 hours per week for the Key Stage 3 pupil from Cambridgeshire who is placed at the school.	
Is there evidence of individual education plans and progress reports?	Yes.
<p>Please visit the learning environment and comment on:</p> <ul style="list-style-type: none"> <li>• Attractiveness/quality of the buildings</li> <li>• Appropriate to the pupils' context</li> <li>• Pupils' work on display</li> <li>• The suitability of teaching space to pupils' needs</li> <li>• Specialist resources/facilities</li> </ul>	
<p>Comments:</p> <p>Beautiful displays around the school which are changed termly (e.g. swimming display with photos of pupils swimming, and fish tank, Welcome board with photos of staff, All About Us board, and subject-specific displays)</p> <p>Every student has their own classroom with displays aimed at supporting personal learning styles and well-being. The rooms are all ground floor, with large windows and many have external doors providing students with instant access to outside spaces if required. Larger classrooms are used for small group lessons where students can develop their teamwork, dialogic and collaboration skills. All students have personal computers, a large business style desk and every classroom has an electronic whiteboard. In addition, the school has a woodwork and technology room, hall, art area, covered verandas suitable for outdoor learning and kitchens for cooking lessons. There is also one sensory room.</p> <p>On site, the six acre grounds provide ample space for football, basketball, cricket, badminton and a variety of climbing frames and swings. Most PE lessons take place at the local Sports Centre. The pupil from Cambridgeshire accessed horse-riding before the pandemic. He has also opted to take Japanese which Broadlands is able to facilitate from within their staff team.</p> <p>In non-Covid times pupils go on trips into the community on a Wednesday afternoon. Students can also access resources and teaching at the local mainstream secondary school if appropriate.</p> <p>Measuring of pupil progress: IEPs seen, and Assessment Tracker gives half-termly progress against curriculum subjects as well as against 'autism progress: areas of need'. B Squared is also used and is updated by teachers weekly.</p>	
Do Annual Reviews contain education targets and judgement on attainment ( NC Levels, P Levels)?	Yes
Is there evidence of short, medium and long term planning by teachers?	Yes
Are there records of monitoring of education standards e.g. regular teacher performance via lesson observation by senior management?	Yes
Are there pupil outcome records?	Yes

## EDUCATION PROVISION

What is the standard permanent equivalent staff to pupils ratio?	1:1
Is there a Continuing Professional Development [CPD] record and plan which reflects the needs of the pupils placed?	Yes
What are the standard class sizes?	1 pupil per class
Do staff have specialist qualifications and training in relation to pupils placed?	Yes
Please list the percentage of staff holding each specialist qualification All staff (100%) have completed Level 2 training in 'Mental Health', in 'Working With Children With Challenging Behaviour', and in 'Working With Children With Autism'.	
Are individual education targets and plans developed and shared between education and care staff?	Yes
Are individual education targets and plans developed and shared with pupils, parents and carers?	Yes
Is there an appropriate space for pupils to do their homework?	Yes
Express as a fraction or percentage the number of 'actual against 'possible' attendances in class	2019-2020: 62%* 2020-2021: 92%
How do they monitor any lack of attendance at lessons? See below	
How are attendance difficulties addressed? See below	
<p>Comments</p> <p>* In 2019-2020 the Cambridgeshire student missed 144 out of 380 sessions because he was shielding due to COVID-19. Otherwise his attendance would have been 100%. In 2020-2021 he has missed 3 days due to illness – Tonsillitis.</p> <p>Because most classes are individual (i.e. 1 pupil per class) attendance is monitored and followed-up by the teacher for that class. At the end of each lesson the teacher will comment in the pupil's planner so that the next member of staff can see the attendance and level of engagement of the pupil for the preceding lesson(s).</p> <p>The Cambridgeshire pupil being scrutinised has good attendance but will sometimes 'opt out' of a lesson. This is improving, but where it does occur staff work hard to identify triggers, and to find motivators to get him to engage.</p>	