

Helen Allison School

Longfield Road, Meopham, Gravesend, Kent DA13 0EW

Inspection dates

29 to 31 January 2019

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Good
Sixth form provision	Inadequate
Overall experiences and progress of children and young people in the residential provision	Inadequate
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is an inadequate school

- The school's safeguarding culture is weak. Leaders do not challenge each other to make the best decisions to keep pupils safe. Record-keeping and monitoring are poor.
- The proprietor has failed to ensure that systems are in place to keep pupils safe. The proprietor has lacked capacity to support and challenge the school effectively in recent years.
- Pupils' personal development and welfare are inadequate as the school does not take effective steps to protect pupils from the risk of harm. This also applies to sixth-form students.
- Leaders are not working together cohesively for the benefit of pupils. Some staff have little faith in the ability of leaders to improve the school. Other staff feel unsupported by leaders, especially when dealing with pupils' challenging behaviour.
- The school does not meet the independent school standards.
- There are significant weaknesses in the leadership of the residential provision. The school does not meet the national minimum standards for residential special schools.

The school has the following strengths

- Assessment information is used well to plan teaching that meets the needs of individual pupils.
- Pupils generally make good progress from their starting points. However, the most able do not achieve as well as they could.
- Pupils transfer successfully to a range of providers for the next stage of their education. This is because they are well prepared by a very strong and effectively planned curriculum.
- Pupils' behaviour is good overall. They mostly enjoy school and attend regularly.

Compliance with regulatory requirements and national minimum standards for residential special schools

The school must take action to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014, the national minimum standards for residential special and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Urgently improve safeguarding procedures by ensuring that:
 - registers and records relating to pupils who are subject to child-protection or child-in-need plans are kept up to date with a clear chronology of concerns, meetings and actions
 - allegations or concerns about the conduct of staff members are referred to the local authority designated officer in a timely fashion
 - designated safeguarding leaders refresh their training and ensure that there are clear lines of communication between them to check that pupils are kept safe at all times
 - systems to record incidents such as the use of physical intervention are kept securely and are not overcomplicated or duplicated
 - senior leaders monitor all records relating to safeguarding, behaviour and physical intervention, including in the residential provision, in a timely manner and swiftly take any follow-up actions needed
 - the admissions register is up to date and accurate
 - pupils on part-time timetables have clear plans to receive full-time education as soon as possible.
- Ensure that the proprietor effectively challenges and supports the school to improve by:
 - developing clear lines of accountability and governance
 - regularly monitoring and reviewing all aspects of the school's work, including the residential provision
 - checking the validity and accuracy of information school leaders provide for trustees
 - reviewing charity-wide policies and procedures to check that they are suitable for use in schools
 - reviewing administrative systems to ensure that they are accurate, reliable and efficient.
- Improve leadership and management by ensuring that:
 - all of the independent school standards and national minimum standards for residential special schools are met
 - the proprietor articulates a clear vision for the school that is shared by all leaders
 - leaders have a deep understanding of their roles and responsibilities
 - staff are provided with a mandatory debrief by a senior leader after any use of physical intervention or serious incident
 - all policies and procedures are centred on improving outcomes for pupils, and do not introduce unnecessary workload
 - staff have total confidence in leaders' ability to help them manage challenging behaviour

- communication with staff and parents is timely and helpful.
- Improve outcomes for the most able pupils and students by ensuring that they always have access to challenging work and the opportunity to work towards the highest suitable qualifications.
- It is also recommended that:
 - there is continued investment in the residential provision, including sensory equipment, both in the house and garden
 - leaders encourage residential pupils on to the school council.

Inspection judgements

Effectiveness of leadership and management	Inadequate
The effectiveness of leaders and managers in the residential provision	Inadequate
How well children and young people are helped and protected in the residential provision	Inadequate

- Those responsible for leadership have not done enough to ensure that pupils are safe from the risk of harm. Changes in leadership and teaching staff, together with a lack of oversight by the proprietor, have contributed to a sharp decline in many aspects of the school. As a result of this decline and concerns about safeguarding, there are now unmet independent school standards and unmet minimum standards for residential special schools.
- Leaders have personal strengths and lead strong teams, for example in therapeutic services. However, there is a lack of cohesion between some teams and leaders, and the processes they put in place.
- A growing number of staff are worried about the quality of leadership throughout the school, especially in terms of how leaders help them to manage challenging behaviour associated with pupils' specific autistic spectrum conditions. Several staff and parents feel that leaders do not communicate well.
- Until recently there has been a lack of investment in secure systems to track attendance and admissions. Consequently, there are still errors and omissions in the admissions register. Too many pupils are on part-time timetables with no clear plan to ensure that they receive their entitlement to a full-time education.
- The desire to have trust-wide policies is not always helpful when it comes to managing the school. While the school has adapted some policies with its own procedural notes, this is not the case consistently. Consequently, policies and practices do not match. For example, policies on the school website refer to the use of 'seclusion' which is not a method used in Helen Allison School.
- The proprietor, leaders and managers have not developed or established effective or secure systems that routinely monitor and evaluate the quality of care provided in the residential provision. In particular, the arrangements for the management and oversight of safeguarding practices and records are weak.
- Despite the school having clear policies and procedures relating to safe behaviour-management practices, records show that there have been instances where staff's responses to challenging behaviours have been unsafe, unnecessary and inappropriate, including in the residential provision. These practices are not in accordance with either government guidance or the school's internal policies or procedures.
- Systems and practices are not efficient in ensuring that staff and pupils receive formal debriefs following an incident. There is a lack of records relating to debriefs. Oversight by senior leaders is not carried out in a timely manner, and there are no written evaluations or reflections by senior leaders of individual incidents.
- The psychology team helpfully looks at behaviour trends over time. However, systems do

not allow for leaders and the safeguarding team to see records as a matter of priority, either to help them reflect and learn, or to inform future practices and training needs.

- No risk assessments are undertaken to evidence the rationale for the sleeping arrangements of pupils in the residential provision. The current age range of pupils and students accessing the residential provision is eight to 17 years. The lack of a written risk assessment that identifies potential risks could leave the pupils feeling unsafe.
- Monitoring visits by the independent visitor are not carried out in line with the recommendations of the national minimum standards for residential schools. Two of the last three visits have been announced, whereas the standards recommend that most visits be unannounced. There is no clear oversight of reports by the head of care or the headteacher, and consequently no oversight of practice.
- The school's curriculum is extremely well planned, while still being completely adaptable to the individual needs of pupils. In addition to learning basic skills in reading, writing and number, younger pupils have access to an enriching range of interesting activities and experiences. At the heart of the curriculum for these pupils are activities to develop their life skills and help keep them safe, including when online. Therapy sessions to develop pupils' skills and confidence, for example in communication skills, complement the curriculum well and contribute to pupils' well-being.
- Older pupils follow one of three 'pathways' which, as with the whole curriculum, are adaptable to the needs of individual pupils. The 'academic', 'technical' and 'supported technical' pathways lead all pupils towards achieving at least one formal qualification ranging from entry-level upwards. The most able students have the opportunity to work towards A-level qualifications. The school works well with other local schools and colleges to provide a range of vocational courses.
- Additional staff, including specialist external tutors, are used well to enhance provision for pupils, in particular subjects such as music, by working with groups and individuals.
- Opportunities to develop pupils' spiritual, moral, social and cultural understanding are entwined within the curriculum. Programmes are developed to meet any needs identified in pupils' education, health and care plans. Opportunities to learn about managing money, and participation in the 'Prince William Award' to build resilience, are among many of the wide-ranging activities that promote the development of key skills and understanding.
- Leaders responsible for the quality of teaching carry out regular checks, and provide additional support where required to help teachers improve. Teachers and support staff benefit from high-quality training and professional development. This includes bespoke courses and programmes provided by the school's own therapy team.
- Leaders of the school's therapeutic team are experts in their field and contribute to high-quality therapy, both in school and within the wider National Autistic Society. Tailored therapy sessions are an integral part of the bespoke curriculum that each pupil receives.

Governance

- As proprietor, the National Autistic Society has not had an accurate understanding of the quality of education at Helen Allison School in recent times. The proprietor has not had the capacity to provide regular support or challenge to the school, and this has contributed to the decline in outcomes. Recent visits by the school improvement partner and an independent visitor had not uncovered the weaknesses in safeguarding found

during this inspection.

- A lack of local governance has left the school floundering. As a result, trustees were unaware of serious weaknesses in record-keeping, monitoring and evaluation.
- The proprietor's education committee has relied on information from the school that trustees have not checked for accuracy. For example, information presented about the number of physical interventions has not been correct.
- A highly dedicated and experienced link trustee visits the school regularly and feeds back concerns to the proprietor. For example, she shared concerns about the reliability of systems to record attendance and admissions in October 2018. However, these were not acted on quickly. Trustees have not challenged the accuracy of information that leaders provided.
- A new director of education was appointed in January 2019. She fully understands the significant weaknesses that emerged at this inspection. She has a steely determination to work with the school and proprietor to put things right quickly so that pupils are safe and thrive socially and academically.

Safeguarding

- The arrangements for safeguarding are not effective.
- Arrangements to safeguard and promote the welfare of pupils fall short of guidance issued by the secretary of state. Systems in place do not allow for timely or effective oversight of incidents by senior leaders, the designated safeguarding lead, or the school's safeguarding team. This has resulted in potential unsafe practices, and incidents and restraints not being referred to the appropriate safeguarding agency. This has put pupils at risk of harm.
- Serious safeguarding concerns highlighted at this inspection are a result of the ineffectiveness of the proprietor and school's leadership to monitor the residential and welfare provision at the school. This has resulted in the school failing to promote the well-being of pupils. Current systems do not allow for effective oversight of practices and records that can improve outcomes for pupils. Consequently, numerous national minimum standards and independent school standards are not met.
- Reports from the independent visitor have failed to identify safeguarding concerns around the use of reasonable force and physical interventions. Therefore, these reports do not provide leaders with a true reflection of potentially inappropriate residential practices. For example, a visit undertaken in October 2018 stated that there had been no use of reasonable force or restraint since May 2018. In fact, there was one incident recorded as taking place in September 2018. This was identified during this inspection and a safeguarding referral was made at the request of the inspectors.
- Despite the serious failings uncovered during the inspection, staff are well trained in day-to-day safeguarding procedures. They understand well the risks to the pupils in their care, for example pupils' particular vulnerabilities when playing and learning online. Staff clearly understand how to record any concerns they have about a pupil and how to pass on these concerns to other authorities if they need to.
- The single central record of recruitment checks meets requirements, is kept up to date and is checked regularly by the visiting link trustee.

- The safeguarding policy meets statutory requirements and is published on the school website.

Quality of teaching, learning and assessment

Good

- The school has a highly individualised approach to teaching. Typically, younger pupils are taught at the main site, and older pupils at 'the hub'. However, this arrangement is not fixed, and there are exceptions due to the needs of individual pupils.
- Leaders and therapists think very carefully about class groupings, and they consider pupils' age, stage of development, communication skills and social factors, together with education and health-and-care-plan targets, when considering how to organise classes.
- High-quality assessments of needs, strengths and weaknesses are carried out by leaders and therapists long before pupils start at the school. This allows the right kind of provision to be planned and provided to help pupils make progress when they start school. When needed, adaptations are quickly made, including to the physical environment, to ensure that pupils are free from anxiety and able to succeed.
- Teachers and other staff have highly positive relationships with pupils. They get to know them as individuals, and they care about their academic and social progress.
- Consistent strategies, that research shows help to promote learning for autistic pupils, are embedded throughout the school. For example, all classrooms have visual prompts to show the plan for the day, and what pupils are doing now and next. A consistent pictorial form of language is used across the school, appropriately, for pupils who use non-verbal communication.
- Teachers use their secure subject knowledge well to plan interesting activities for pupils. For example, key stage 2 pupils learning Italian were engrossed in their learning because of the visual resources the teacher had chosen to represent new and previously rehearsed vocabulary. Pupils made significant progress because of the way previously learned vocabulary was built on.
- In a key stage 4 science session, pupils chose topics from the curriculum, such as the human body and photosynthesis, that they wanted to learn more about through a range of interesting activities. With the aid of the teacher and support staff, these pupils were able to deepen their knowledge and strengthen their understanding of key concepts.
- Basic skills are taught well. During the inspection pupils were clearly enjoying committing the four-times table to memory using a rap, while some Year 7 pupils developed their literal and evaluative comprehension skills well through reading 'Skellig' by David Almond. Younger pupils are taught to use phonics accurately when learning to read.
- Well-planned and individualised additional therapy sessions allow pupils to bridge gaps in achievement in speech, language and communication skills.
- Teaching by external providers at other schools, for example in hair and beauty, lead to strong progress in these vocational subjects. Staff from the school and other providers work well together, sharing their expertise, to support pupils and students with their learning.
- In recent times, the range of needs of pupils has changed and there are now more pupils with high academic ability attending the school. Approaches to teaching have not

completely kept up with this change and the new academic challenges it brings. As a result, some work for the most able pupils is not as challenging as it could be. This was a view some pupils and students also expressed to inspectors.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate. This is because safeguarding arrangements are not effective.
- Leaders and teachers work hard to help pupils develop their personal skills and confidence. The wide-ranging opportunities within the curriculum contribute well to this and help pupils become more confident and independent.
- In class, pupils are increasingly able to make decisions about their own learning and self-control. For example, pupils recognise when it will be sensible to work on their own in a quieter space rather than in the main classroom.
- Pupils are taught how to stay safe when they are outside school. For example, pupils are taught how to stay safe online, whether they are interacting with others they know in real life, or in imaginary worlds when gaming. Older pupils are taught how to travel independently and safely.
- Pupils are encouraged to develop healthy lifestyles by exercising and following a balanced diet. Older students work towards a sport and leisure BTEC National Diploma qualification, where they are required to plan their own leisure and sporting activities.
- There are many opportunities for pupils to make a positive contribution to the local and wider community. Several pupils and students complete well-planned work-experience placements with the Royal British Legion.
- There are innovative forms for pupils to record concerns about bullying in a pictorial way. However, because pupils very rarely have any concerns about bullying, very few of these forms have needed to be completed.

Behaviour

- The behaviour of pupils is good.
- Pupils enjoy school. Many pupils attend school far more regularly than they did at their previous schools.
- There are clear and consistent strategies to manage behaviour. For example, pupils complete 'deal cards' to earn a small reward of their choice for achieving a goal set by the teacher. As a result, pupils behave well.
- On the whole, classrooms are calm places where pupils work hard and behave well. Pupils try hard with their learning and take pride in their work.
- Behaviour around the school at breaktimes and lunchtimes is good because pupils are very well supervised.
- Behaviour of pupils and students attending vocational lessons at other local schools is very good. This is because pupils really enjoy this aspect of the curriculum.

- At times, some pupils can misbehave for different reasons. The therapy team and leaders have produced comprehensive plans that show the triggers that may cause this, and the specific strategies that can be used to reduce anxiety. Despite this, some members of staff do not think that all leaders support them well enough with managing challenging behaviour.

Outcomes for pupils

Good

- Most pupils make substantial progress in many different areas during their time at Helen Allison School. This often includes improved attendance, more confident interaction with adults and peers, well-developed learning behaviour, academic achievement, and substantial gains in personal organisational skills.
- Some pupils were able to clearly describe their own progress articulately to inspectors, explaining how the school has helped them.
- Well-planned provision and good teaching ensure that pupils make good progress towards achieving the targets in their education, health and care plans.
- Pupils make good progress in developing their reading and other basic skills. Pupils with the lowest starting points make the most progress because of the well-tailored teaching and support that helps them to catch up.
- Therapy sessions enable pupils to make good progress in developing their skills. For example, during the inspection pupils demonstrated simple magic tricks that help to improve their communication skills and confidence.
- All pupils achieve appropriate recognised qualifications tailored for the pathway they are on. For those on the academic pathway this may include good passes at GCSE and A-Level qualification. Vocational and practical outcomes, including those studied at alternative providers are equally strong.
- Some of the most academically able pupils are not challenged as much as they could be. They are not always entered for the highest possible qualifications that they are capable of achieving, and this restricts the progress they can make.
- Sixth-form students' destinations when leaving the school are very individualised and are planned from an early stage to help them to prepare. Careful planning means that students are often able to build on the qualifications they receive at Helen Allison at their next setting.
- School leaders stay in touch with past students and follow their future success, checking that their destinations are sustained. Some former students return to the school to inspire current pupils about what can be achieved through hard work.

Sixth-form provision

Inadequate

- Sixth-form provision is inadequate because safeguarding arrangements for students are not effective. However, there are many strengths in the provision.
- The sixth-form provision at 'the hub' is determinedly led and forms an integral part of the school's 14 to 19 programme. Leaders are passionate about ensuring that students can achieve success and are well prepared for the next stage of their education or life beyond

the school.

- Assessment is used effectively to help leaders plan bespoke curriculum pathways for students. Leaders help to carefully consider the most suitable destination for students when they leave the school.
- Teaching is good, including in vocational subjects taught off-site. Strong subject knowledge helps teachers to plan content that develops skills and knowledge well. Extra tuition and support is available to provide students with useful additional help and subject expertise.
- Students behave well and have positive attitudes towards their study programmes. They all make a helpful contribution to their community, for example through acting as teaching assistants to younger pupils.
- The most able students are not always given the opportunity to work towards the highest possible qualifications in the subjects that interest them. This limits their achievement.
- Students' employability skills are developed well. They receive impartial careers advice and take part in meaningful work experience, either within the school or in the wider community.

Overall experiences and progress of children and young people in the residential provision **Inadequate**

- The overall experiences and progress of children and young people in the residential provision is inadequate due to the weaknesses in safeguarding arrangements. Leaders do not monitor the quality of the provision well enough. Record-keeping about the use of physical intervention is not checked. Some records caused inspectors to ask the headteacher to take immediate action straight away.
- Despite the weaknesses in leadership and safeguarding, residential pupils and students make good progress. They are supported to develop their personal and social skills. They form trusting relationships with staff. Pupils and students enjoy the time they spend in the residential provision. Pupils told the inspector the school was 'very good and outstanding'. The staff offer pupils and students access to a range of activities and experiences that they thoroughly enjoy.
- The quality of individualised care and support provided is good. The staff have very good knowledge of the pupils' individual needs. Care plans, risk assessments and communication plans provide detailed information, so staff know how to meet their needs.
- Pupils can voice their views, wishes and opinions through a range of avenues. The staff take all views and suggestions seriously. Changes are made because of suggestions, for example the introduction of lunchtime clubs and additional playground equipment. However, currently no residential pupils sit on the school council.
- Staff support pupils and students to learn and achieve new skills that enhance their lives.
- The upkeep and maintenance of the residential provision requires improvement and continual investment. This includes providing additional garden and sensory equipment in order that the environment and resources better meet the range of pupils' needs.

School details

Unique reference number	118993
Social care unique reference number	SC024066
DfE registration number	886/6046
Inspection number	10080988

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The inspection of residential provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for residential special schools.

Type of school	Other independent special school
School category	Independent residential special school
Age range of pupils	5 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	81
Of which, number on roll in sixth form	20
Number of part-time pupils	0
Number of boarders on roll	3
Proprietor	National Autistic Society
Chair	Janet Corcoran
Headteacher	Kim McConnell
Annual fees (day pupils)	£45,076–£75,959
Annual fees (boarders)	£75,959–£129,190
Telephone number	01474 814 878
Website	www.autism.org.uk/helenallison
Email address	helen.allison@nas.org.uk

Date of previous inspection

22 to 24 November 2016

Information about this school

- Helen Allison is a residential special school, part of the National Autistic Society, offering day-school and residential full-time education to male and female pupils between the ages of five and 19. The school is registered for 83 pupils. The school is situated on two sites, the main school, and 'the hub', which mainly caters for 14 to 19 year olds.
- The school caters for autistic children and young people.
- There are currently 81 pupils on roll, of whom three are resident.
- The school uses the following schools and other organisations to complement the curriculum: Rowhill School, Hadlow College, Rochester Independent College, and Medway Education Business Partnership.
- The school's last full integrated inspection was in November 2016. The last inspection of residential provision was in March 2018.
- The principal has been appointed since the last full inspection. There are now two deputy principals, who have both been promoted to their posts since the previous inspection. At the time of this inspection there was an acting head of boarding.

Information about this inspection

- This standard inspection was carried out early in the cycle with no notice at the request of the Department for Education.
- Inspectors observed learning by all groups of pupils on the main school site, at 'the hub', and during a vocational session at a neighbouring school. All observations were carried out with one or more senior leaders. Inspectors took the opportunity to talk to pupils about the school and their learning and look at examples of their work.
- Inspectors toured all of the school sites and scrutinised extensive documentary evidence to check compliance with the independent school standards and national minimum standards for residential special schools.
- The social care inspector visited the residence at 'number 27' to observe practice, hold discussions with staff and talk to pupils.
- Inspectors met with leaders to talk about many aspects of the school's work. They also met with groups of teachers, support staff and members of the therapy teams.
- Inspectors met with the director of education for the National Autistic Society and held a telephone conference with the trustee responsible for education.
- Inspectors considered 14 responses to the online Parent View questionnaire, including 12 free-text comments. Inspectors also took account of 19 confidential staff questionnaires.

Inspection team

Lee Selby, lead inspector

Liz Driver

Sue Bzikot

Her Majesty's Inspector

Social Care Regulatory Inspector

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school must meet the following independent school standards

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that–
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 8 Where section 87(1) of the 1989 Act [11] applies in relation to a school the standard in this paragraph is met if the proprietor ensures that–
 - 8(a) arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school; and
 - 8(b) such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools or the National Minimum Standards for Accommodation of Students under Eighteen by Further Education Colleges.
- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006[13].

Part 5. Premises of and accommodation at schools

- 30 The standard in this paragraph is met if the proprietor ensures that, where the school provides accommodation, regard is had to Standard 5 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 5 of the National Minimum Standards for Residential Special Schools.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

The school must meet the following national minimum standards for residential

special schools

- Suitable sleeping accommodation is provided for children. It is well organised and managed with risk assessments undertaken and the findings acted upon to reduce risk for all children. Where children are aged 8 years or over, sleeping accommodation for boys is separate from sleeping accommodation for girls. (NMS 5.1)
- The school ensures that:
 - arrangements are made to safeguard and promote the welfare of children at the school; and
 - such arrangements have regard to any guidance issued by the Secretary of State. (ISS paragraph 7–7(b)) (NMS 11.1)
- Methods to de-escalate confrontations or potentially challenging behaviour are used wherever appropriate to avoid use of restraint, including reasonable force. Restraint, including reasonable force, is only used in exceptional circumstances, to prevent injury to any person, including the child, or to prevent serious damage to the property of any person, including the child's, or to prevent the child leaving the school's premises where this may lead to the child injuring themselves or others. Restraint in relation to a child must be necessary and proportionate. (NMS 12.4)
- All children and staff are given an opportunity to discuss with a relevant adult (who was not directly involved) within 24 hours incidents of restraint, including reasonable force, they have been involved in, witnessed or been affected by. (NMS 12.5)
- A written record is kept of major sanctions and the use of any reasonable force. Records include the information in Appendix 2 (use of reasonable force). The record is made within 24 hours and is legible. Children are encouraged to have their views recorded in the records. The school regularly reviews any instances of the use of reasonable force and examines trends or issues to enable staff to reflect and learn in a way that will inform future practice. (NMS 12.6)
- The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school and takes appropriate action where necessary. (NMS 13.1)
- The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met. (NMS 13.4)
- The school's leadership and management actively promote the wellbeing of pupils. (NMS 13.5)
- The records specified in Appendix 2 are maintained and monitored by the school and action taken as appropriate. (NMS 13.8)
- The issues specified in Appendix 3 are monitored, and action taken to improve outcomes for children as appropriate. (NMS 13.9)
- Most monitoring visits are carried out unannounced. They include:
 - checks on the school's records of attendance, complaints, sanctions, use of reasonable force, risk assessments, and where they exist, individual care plans for children;

- evaluation of the effectiveness of the care provided to children and whether they are safeguarded;
- assessment of the physical condition of the building, furniture and equipment of the school; and

opportunities for any child or member of staff who wishes to meet the visitor (in private if they wish). (NMS 20.2)

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