

SPECIALIST EDUCATION SERVICES

Monitoring, Evaluation and Review Policy and Practice

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1 INTRODUCTION

SES operate two dual registered children's homes and residential special schools for children with severe and complex social, emotional and mental health needs, and one post 18 home for vulnerable young care adults. It has well defined line management systems established within the staff teams.

This Policy and Practice Statement has been prepared to facilitate the recognition of strengths and weaknesses in key aspects of practice, with the intention of affecting improvement where necessary. It acknowledges the need for change to be promoted from a comprehensive and considered information base on our establishments' life and practice, and the necessity for the Directors to discharge their executive responsibilities from a sound basis of accurate data, information and knowledge.

Each establishment needs to be a self-monitoring, self-evaluating environment and in this way any external audit is seen as a verification of that process which further informs the cycle of monitoring and evaluation.

2 DEFINITIONS

Monitoring

Monitoring is that process involving the systematic gathering of information over a period of time. Observations, records of observation on aspects of SES life, the compilation of statistics of the establishments' performance, questionnaires, sampling and the careful consideration of written documentation are the methods that will be employed. Monitoring determines the school's position against particular criteria.

Monitoring takes place at three distinct levels; organisational, team and individual.

Evaluation

Evaluation refers to those professional judgments based upon the consideration of gathered information within the context of SES Aims and Objectives, its policies, appropriate national guidance and statutory legal requirements.

Review

Review is the combined process that informs further action and allows a decision to be made.

For the purpose of brevity, monitoring, evaluation and review will be referred to as the 'review process'.

3 SCOPE

This policy statement applies to all aspects of SES.

4 **RATIONALE**

The review process is crucial to the management process. It is the mechanism through which progress is assessed, quality assured, and decisions in respect of future action are based.

The identification of need through the review process will inform each establishment's Development Plan in respect of:

- the allocation of resources
- the job descriptions of staff, specific tasks delegated to staff, and deadlines worked to
- the Staff Support and Development Programme, and
- changes to the key features of provision and practice, including the design and delivery of its operation, including 24 hour learning

Requests that the Principal makes to the Directors for additional resourcing will also be informed by the process.

The process is considered to be a participative and supportive one, and one that should involve all stakeholders by both informal and structured methods. SES considers that its own mechanisms of monitoring, evaluation and review are complemented by those inspections initiated by the Office for Standards in Education, or any other external quality assurance mechanisms employed by placing authorities.

5 **AIMS**

The purpose of this policy and practice statement is to provide a framework in which:

- the efficacy of the establishment's ethos is reflected upon
- the range and quality of the care provided is judged
- the curriculum is monitored in a manner which ensures its breadth, balance, relevance and compliance with obligatory requirements
- the effectiveness of planning for the quality of teaching and learning is judged, whether that lies in the domain of education or care staff
- the breadth of teaching and learning styles adopted and their relevance to their purpose is ensured
- good practice can be identified and disseminated
- the effectiveness of staff assessment, recording, reporting and reviewing of children's development, attainment and achievement can be considered
- children's behaviour, and orientation towards task within the context of their well established learning and adjustment difficulties is deliberated on
- the suitability of accommodation is monitored and the sufficiency and effective use of resources is judged
- the deployment and development of staff is considered, and
- the effectiveness and quality of relationships with placement authorities, parents, other professionals and community links is estimated

- the effectiveness of leadership and management throughout the organisation can be judged.

The achievement of these aims will contribute in a significant manner to the intention of assuring the quality of the provision that SES makes for its children.

6 OBJECTIVES

Key objectives are:

- to acknowledge achievements
- to identify areas for development
- to increase access to, and the quality of, 24hr learning for all children
- to extend the repertoire of individuals and the team
- to move each establishment forward in an evolutionary way which capitalises on its strengths and addresses its weaknesses
- to ensure SES and its establishments are compliant in all its statutory duties

7 EXPECTATIONS

SES considers monitoring, evaluation and review process takes place at three distinct levels:

- Individual
- Team / Sub Team
- Organisational

The culture for monitoring, evaluation and review within an organisation is cyclical. A top-down emphasis culture can disempower both at team and individual level. Equally, leadership positions hold responsibility to identify what is happening in terms of operational quality. Therefore at SES we aspire to a symbiotic blend of all adults monitoring, evaluating and reviewing practice, and as a result are all accountable to each other in achieving the SES aims and objectives. Achieving this goal ensures day to day practice and experiences are in line with representing the best interests of our children.

Monitoring shall focus on the systematic collection and verification of factual information. Opinions may inform subsequent evaluation and review processes, where they play a legitimate role in interpreting data, identifying implications, problem-solving, and fostering innovation. All opinions must be assessed against clearly defined criteria and remain aligned with the stated aims and objectives of SES.

7.1 INDIVIDUAL

All individual staff are expected to have a high standard of self-monitoring in respect of meeting their personal responsibilities and the effectiveness of their work and actions. All staff will be supported in ensuring they develop good working practices in this respect.

In this respect effective self-monitoring cannot be achieved unless it is embedded as part of an individual's personal and professional organisational competence. People are different and will have personal preferences regarding styles of learning and operation. The key components we expect all our team members to have in place are:

- A working and **up to date diary** that strategically plans and projects ahead, as well as catering for the inevitable weekly and day to day dynamics.
- A **weekly / monthly working structure** that caters for core responsibilities, strategic planning, diary maintenance and monitoring, evaluation and review.
- A written, working **jobs list** that relates clearly to and links with key responsibilities and diaries.
- An **organisational planner** that tracks performance against key responsibilities and deadlines (*formats on Staff network*)

If any one of the above four components is missing, gaps in performance will appear, particularly at busy times when time pressures and pace increase. This is true of all roles.

Having each of the four components in place and operationally effective is an expectation of role. SES provides each staff member with a personal computer and if requested a hard copy diary.

The operation and effectiveness of these four key components should be subject to discussion within every staff support and development meeting. This provides an opportunity to discuss, draw on expertise and if necessary, refine how these structures are working for each individual.

Where organisational structures and systems operate effectively at the individual level, monitoring, evaluation and review at team and organisational levels should primarily serve to recognise achievements and build upon established strengths rather than focus on deficiencies. Strengths and areas for development are relative, and it is expected that these processes will reveal previously unrecognised nuances, dynamics, learning points and opportunities. This remains true irrespective of the collective performance achieved across the organisation.

7.2 TEAM / SUB TEAM

"The strength of the team is each individual member. The strength of each member is the team". — Phil Jackson

"Many ideas grow better when transplanted into another mind than the one where they sprang up". — Oliver Wendell Holmes

"If you want to go fast, go alone. If you want to go far, go with others". — African proverb

When any two or more individuals work together either in a planned or unplanned way, irrespective of the timeframe they are working within, then they are a **team**.

How effective they are as a team will depend on a whole host of variables but for the purpose of understanding SES practice, this forms our base definition of team.

In a more formal sense, we can categorise teams as follows:

- The SES Team
- The SES Kite Team – Tower Hill Supported and Tower Hill Residential
- The Avocet House Team
- The Turnstone House Team
- Care Team
- Learning Centre Team
- Administration Team
- Domestic and Ancillary Team
- Senior Executive Team
- Directors of the Company
- Care Sub-Teams, e.g. shifts - Green, Yellow, Blue, Red.
- Senior Leadership Team
- Leadership Team
- DCM Team
- Committees
- Key working Teams responsible for Children – Case Co-ordinators, Personal Tutors, Link Tutors, Learning Mentors
- The Children

All of the above have some responsibilities in respect of monitoring, evaluation and review. Sub committees, meeting typically on a half termly basis, perform a key role and prescribed aspects of responsibility. The dynamics of day to day care and teaching need the structured cycle of planning, debriefs and handovers.

7.3 ORGANISATIONAL

SES must adhere to several key statutory structures and are subject to regular and periodic external inspection on a whole host of areas, for example:

- Ofsted School
- Ofsted Social Care
- Environmental Health
- Fire Safety including alarm systems
- Landlords Inspection / surveys

SES are responsible for internal monitoring reports that are required for Ofsted in order to meet Children's Homes and School standards:

- Regulation 45 Reports
- Regulation 44 Reports
- Ofsted Surveys to stakeholders

Our organisational structures are the total embodiment of what is articulated in this document. The expectation that all staff self-monitor in the way described is an organisational structure and is not negotiable, in the same way that we do not

decide when Ofsted will arrive. Much of the detail of how organisational structures are implemented is captured in other documents. For example, the Health and Safety document sets out clearly the nature and frequency of the monitoring activity that sub committee presides over.

7.4 GENERAL

All staff must be willing to take responsibility for their own learning with and through the assistance of colleagues.

Data will be shared at whole establishment level. It will be dealt with sensitively but data will not be ringfenced by confidentiality.

There is an acknowledgement that all stakeholders have a role to play in the review process. All staff, and particularly those with management responsibility, should note and weigh those comments on aspects of SES life and provision made by:

- children in the PAN Process and where relevant, PAN meetings
- children on self-assessment records
- children within their community 'house meeting'
- parents at reviews
- parents (carers, family members) whilst visiting us
- parents on home visits
- employers reporting on work experience placements etc.
- members of the local community
- placement authority representatives at LAC reviews or on visits
- visiting professionals of all kinds

Informal systems are one means by which staff at all levels can express their own views on their estimation of the achievement of SES aims and objectives, its policies, and statutory requirements. SES has also deliberately created a structure of development, supervision and staff meetings that facilitate this and an increased formality for staff can be gained by using these well-established mechanisms for discussion and feedback.

It is the sophistication of the follow-up action in relation to monitoring outcomes that is the force for moving practice forward in a positive way.

8 REQUIREMENTS

Responsibility for the self-review process falls upon everyone either in gathering or providing information through formal and informal routes.

9 THE HOUSEKEEPER/COOK

The Housekeeper/Cook should, through regular and systematic observation of practice, debate at meetings, random and formal inspection of the internal parts of the building and the domestic routines, discussion with colleagues, children and visitors, regularly review policy and practice on:

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- cleaning
- catering
- internal maintenance

The Housekeeper/Cook should as a result of their evaluation and monitoring advise the Registered Manager at an appropriate time in the planning cycle of the need for review and adaption of the following:

- Domestic and Catering Equipment
- Provisions
- Furniture and Fittings
- Cleaning
- Water Services
- Energy
- Waste Food/Trade Waste/Domestic Waste and Recycling
- Cleaning Materials
- Health and safety checks
- Staff and children's interaction with and response to their work/service delivery
- COSHH

The Housekeeper/Cook should as a result of their evaluation and monitoring regularly advise the Registered Manager of the need for adaptations in the light of value for money decisions.

10 HANDYPERSON

The Handyman should as a result of their evaluation and monitoring advise the Housekeeper/Cook and Registered Manager, Head of Care, Head of Education or Principal at an appropriate time in the planning cycle of the need for review and adaption of the following:

- Cleaning and Cleaning Materials
- Water Services
- Internal Decoration
- Building Repairs/Maintenance
- Building Improvements
- Energy use
- Waste Food/Trade Waste/Domestic Waste and Recycling
- Health and safety checks
- Staff and children's interaction with and response to their work/service delivery
- COSHH
- Company cars maintenance, repair and usage

The Handyman should as a result of their evaluation and monitoring regularly advise the Housekeeper/Cook and Registered Manager, Head of Education or Principal of the need for adaptations in the light of value for money decisions.

11 **LEARNING MENTORS**

Teachers and teaching assistants should in their professional development meetings, by debate at staff meetings, learning meetings, subject review meetings, discussion with individual colleagues, and talking to children, monitor and evaluate:

- teaching, learning and assessment and reporting practices
- standards of achievement in relation to educational, social and behavioural targets
- trends and patterns in children's performance
- the clarity and realism of objectives for teaching and learning
- staff expectations and whether or not they are realistically high
- the extent to which tasks are designed to ensure that all children experience challenge and a measure of success
- the degree to which the selection of support methods and activities promotes learning among the individual children being supported
- the degree to which the outcomes of assessment are used to inform teaching and learning strategies for individual pupil progression, and
- the clarity, specificity and realism of objectives in individual programmes
- suitability of personalised learning across all aspects of the establishment

All staff should also as a result of their monitoring advise the Head of Education of the adequacy and suitability of teaching resources at an appropriate time in the planning cycle.

All staff should also advise the Head of Education in respect of their evaluation of training needs at an appropriate time in the planning cycle.

They should also regularly advise the Head of Education of the need either for further monitoring and evaluation, or suggest potential action or change in respect of their monitoring and evaluation.

In addition to the above, staff with curriculum leadership responsibility should monitor and evaluate:

- subject documentation, ensuring that it reflects current practice, fulfils statutory requirements, and is reviewed as required within the stipulated review cycle
- expectations of those working with the subject and evaluate whether or not they are realistically high
- the purposefulness of individual work and its relationship to curriculum documentation
- adults use of pupil assessment of what they have been taught to inform further learning, and the quality, comprehensiveness and currency of student portfolios
- that there is a clear view of the nature of their subject and its contribution to the wider curriculum
- the organisation of the teaching of the subject and the resources for the subject so statutory requirements are covered
- contribute to the overall evaluation of work in their subject against agreed criteria
- aspects of the subject in any cross-curricular or multi-disciplinary approach.
- the quality of continuity between Key Stages

Curriculum Leaders should also contribute to the Development Plan where their subject is designated as a specific Curriculum Development Area of Focus.

12 CHILD CARE PRACTITIONERS – PERSONAL TUTOR / LINK TUTOR

Child Care Practitioner Personal Tutors should in their professional development meetings, learning meetings, by debate at full staff meetings and discussion with individual colleagues, and talking to children, monitor and evaluate:

- casework contributions
- care staff expectations and evaluate whether or not they are realistically high
- the purposefulness and effectiveness of activities for children
- teaching, learning and assessment and reporting practices in the social setting
- standards of achievement in relation to social and behavioural targets
- trends and patterns in children's performance
- the clarity and realism of objectives in individual programmes
- the extent to which activities are designed to ensure that all children experience challenge and a measure of success
- the degree to which the outcomes of assessment are used to inform social learning strategies
- parental involvement and interest in their child's life
- core standard impact reports
- young people PAN Planning documents

Personal Tutors should also as a result of their monitoring advise the Registered Manager of the adequacy and suitability of residential resources at an appropriate time in the planning cycle.

Personal Tutors should also advise PDM Line Managers in respect of their evaluation of training needs at an appropriate time in the planning cycle.

They should also regularly advise the Registered Manager of the need either for further monitoring and evaluation, or suggest potential action or change in respect of their monitoring and evaluation.

Child Care Practitioner Link Tutors Link Tutor provide a supportive role within the areas above, however the Personal Tutor holds the overall responsibility and accountability for its completion.

Link Tutors are required to monitor 24 hour learning and the Targets Overview for their named child. They also must oversee two delegated tasks from the following: Missing Persons Form, Daily Care, Risk Assessments, Clothing / Clothing Audit, Young Person Key Dates, Toiletries, Bedroom, Medical Appointments (Doctors, dentist, opticians), Life Skills, Damages / Pocket Money, Technology Checks, PAN Meetings. These will then need to be checked for completion through the MER process.

(See also Personal Tutor Role document)

13 STAFF DEVELOPMENT LINE-MANAGERS

The staff development line manager should through discussion with staff, debate at staff meetings, analysis of questionnaires and liaison with the Principal, monitor and evaluate:

- staff induction, foundation training and support
- training needs
- specific staff training
- the efficacy of training
- core standard annual confidence rating

The staff development line managers should advise the Principal on the use of training input, at an appropriate time in the planning cycle.

14 DEPUTY CARE MANAGERS (DCMs)

DCMs should through regular and systematic observation and discussion with colleagues and children, monitor and evaluate:

- staff and children's adherence to routines
- children's adherence to limits and expectations
- staff use of systems to record young people's behaviour
- the maintenance of the health and safety of children and staff
- the extent to which children are relaxed, well behaved, and demonstrate self discipline within the context of their long standing adjustment difficulties
- the extent to which children's well-being is enhanced by the quality of relationships achieved with adults, (including family members) and self-esteem improved from participation in a variety of activities
- children's need for additional support and supervision
- the repair, cleanliness and quality of the building, its fixtures, fittings, floor coverings and furniture, and displays
- the legitimacy of all persons on the premises.
- budget lines in relation to individual and group budgets.
- quality and diversity of activities offered to all students
- outcomes and achievements

DCMs should regularly discuss their monitoring and evaluation activities with the Personal Tutor, Head of Care and the Registered Manager ensuring that major incidents are reported to the Registered Manager.

DCMs should regularly advise the Registered Manager, and other DCMs on other shifts, of either the need for further monitoring and evaluation, or suggest potential action or the need for change as a result of their monitoring and evaluation.

14.1 24HR LEARNING CO-ORDINATOR

The 24hr Learning Coordinator (Head of Education) should, through discussion with key workers, ensure the quality of 24hr Learning Plans in general. The Personal

Tutor should ensure that their young person is getting access to a minimum frequency of at least two 24 hr learning plans (delegated task to Link Tutor). The Case Co-ordinator should monitor this and any one of these colleagues should communicate concerns as well as creative suggestions through recognised meeting structures, most critically the Learning Meetings.

These 24 hr plans have to meet one or more of the following criteria:

- Plans must have a learning activity that has clear, planned links to PAN My Journey, with aims and specific targets
- Plans must have a learning activity that has clear, planned aims and targets with possible incidental links to Learning Centre Curriculum, PAN My Journey or the SES ethos.
- A learning activity that has clear, planned links to the Learning Centre curriculum sequences with aims and specific targets and outcomes
- Recreational (R).

The 24hr Learning Coordinator is responsible for the monitoring and quality of approved 24hr learning plans. These plans are monitored on a half term basis, ensuring each individual has an enriched menu of recreational activities to compliment the curriculum.

The 24hr Learning Coordinator should regularly advise the Registered Manager of either the need for further monitoring and evaluation, or suggest potential action or the need for change as a result of their monitoring and evaluation.

14.2 MEDICATION MONITORING

Medication is monitored by DCMs on a daily basis.

- Daily checks are carried out by the DCM in the morning as part of the handover once all of the medication has been administered.
- A Delegated DCM will carry out a weekly medication stock check, which is recorded in the medication file. It is their responsibility to ensure that all medication has been recorded accurately and that all medication can be accounted for. The delegated DCM will forward any issues on to the Registered Manager who will respond accordingly.

The Delegated DCM for Medication should regularly advise the Registered Manager of either the need for further monitoring and evaluation, or suggest potential action or the need for change as a result of their monitoring and evaluation.

The Head of Care and Registered Manager will each also monitor the medication file on a monthly basis to ensure that nothing has been missed.

The final monitoring check on the medication is made by the Registered Manager who will also monitor the administering and recording of medication on a weekly basis.

15 VISITS CO-ORDINATOR (VC)

The Visits Co-ordinator should:

- on a weekly cycle monitor the quality of activities or visits that are on offer over the forthcoming two-week period.
- ensure off-site visits and relevant activities must be accompanied by the appropriate paperwork. Visits Forms and Risk Assessments must be forwarded to the VC in order that they can be monitored and signed off within the correct timescale.
- monitor quality of Visits Files before all Category B visits or a residential trip.
- monitor accident and 'near miss' reporting in accordance with company guidance.
- monitor staff OAA training to ensure up to date and relevant to activities offered e.g. Beach Induction.

The VC should regularly advise the Registered Manager and / or Principal of either the need for further monitoring and evaluation, or suggest potential action or the need for change as a result of their monitoring and evaluation.

16 CASE CO-ORDINATORS

The case co-ordinator should through discussion with staff, children, parents and other professionals, debate at staff meetings, systematic sampling of casework, observation of reviews and their documentation, monitor and evaluate:

- Clarity and quality of review reports
- Review chronology
- Review practice
- Review attendance
- Casework
- Daily Care
- Child Action Plan
- Risk Assessments
- Serious Incident Form data
- Individual Budget Spend
- Family Work
- Life skills Awards
- Transition planning
- Young people PAN Planning documents

The case co-ordinator should advise the Registered Manager of the need either for further monitoring and evaluation in respect of the review framework and casework or suggest changes to them.

Case Co-ordinators should, through regular discussion with children, learning mentors, personal and link tutors, parents, liaison with other involved professionals and agencies, monitor and evaluate systems for planning and recording:

- individual programme construction and implementation
- progress in meeting objectives
- the fractioning of objectives into appropriate targets
- the need for case discussion between reviews
- the extent to which children's personal well-being is enhanced by the quality of relationships with adults, and self-esteem improved from involvement in a range of activity, and
- the extent to which children are relaxed, well behaved and demonstrate self-discipline within the context of their long standing adjustment difficulties
- the use made by staff of mechanisms to record young people's behaviour
- the quality, comprehensiveness and currency of casework
- children's attendance at the LC
- work with families
- progress and performance of Personal Tutors and Link Tutors in relation to their key children

Case Co-ordinators should regularly advise the Registered Manager of their monitoring and evaluation.

Case Co-ordinators have the responsibility to email a monthly update to the child's placing authority covering the following areas:

- Learning Centre attendance
- general behaviour
- activity and visits update
- emotional and physical health
- achievements
- significant events
- family contact.

As part of this update the risk assessments and daily care plans are also provided. Case Co-ordinators must ensure that the placing authority is offered an opportunity to raise issues or concerns relating to the child's risk assessments and daily care. A copy of the communication should be forwarded to the Registered Manager.

Case Co-ordinators should advise the Registered Manager of the need for further monitoring or evaluation or potential action at individual child level, or the need for the review of policy and practice at whole establishment level.

17 HEAD OF CARE

The Head of Care should through regular and systematic observation of practice, debate at staff meetings, inspection of casework and record keeping, discussion with colleagues at all levels, and talking to children and parents, and external professionals, regularly review policies and/or practice in relation to supporting the Registered Manager in monitoring tasks, as delegated by the Registered Manager.

Specifically on Casework:

- with monthly qualitative and quantitative monitoring of all Casework files
- by cross-referencing Casework Files with the Network files
- by forwarding monitoring reports to the Registered Manager, copied to the Case Coordinators
- by ensuring that the Case Coordinators take action to rectify any concerns identified in the reports.

The Head of Care is also responsible for routine monitoring of the house to include:

- the operation and effectiveness of the bedroom check system and with it the cleanliness and presentation of all rooms, including bedrooms and personal spaces
- effective management of the house office
- completion of kitchen routines
- the COSHH file
- child advocacy and the “Voice of The Child”.

The Head of Care should regularly advise the Registered Manager of either the need for further monitoring and evaluation, or suggest potential action or the need for change as a result of their monitoring and evaluation.

18 THE REGISTERED MANAGER

The Registered Manager should through regular and systematic observation of practice, debate at staff meetings, random inspection of casework and record keeping, discussion with colleagues at all levels, and talking to children and parents, and external professionals, regularly review policies and/or practice on:

- budgets and expenditure
- staff deployment, rotas and related staff well being
- the operation of the SSDP, including the SSDP meeting schedule file.
- admissions
- care practice
- parental involvement in the life of the establishment
- casework
- contact with outside agencies and the community

The Registered Manager should monitor and evaluate:

- the use made by care staff and case co-ordinators of systems to record children’s behaviour
- the quality, comprehensiveness and currency of casework
- care staff contribution to 24hr learning
- PAN meetings – content, frequency, recording and reporting
- off-site residential experiences
- routines ensuring that children’s personal and social development is enriched and health and safety maintained

- the extent to which children' personal well-being is enhanced by the quality of relationships with care staff and self esteem improved from involvement in a range of activity
- the extent to which children are relaxed, well behaved and demonstrate self-discipline within the context of their long standing adjustment difficulties
- the use of restorative approaches, reparation and sanctions
- the extent and quality of children's contact with family members
- work with families

The Registered Manager should advise the Principal of the need for further monitoring and evaluation or advise the Principal in respect of potential action or the need for change.

The Registered Manager should also ensure that the monitoring and evaluation of colleagues of the residential life in general, and care practice in particular, is used as a basis for further monitoring and evaluation, or change to practice. Particular regard should be paid to:

- physical care practice
- the well-being and security of individual children, and
- the reliability and suitability of staff

The Registered Manager should monitor and evaluate the suitability and repair of residential fixtures, fittings, floor coverings and furniture and advise the Principal at an appropriate time in the planning cycle of the need for replacement, refurbishment and redecoration.

The Registered Manager is required by the Children's Homes Regulations to ensure monthly monitoring under Schedule 6, Regulation 45(1) takes place specifically about the following:

1. In respect of each child accommodated in the children's home, compliance with the placing authority's plan for the care of the child (where applicable) and the placement plan.
 2. Involvement and Contact with Placing authority.
 3. Liaison with local Police.
 4. Liaison with other external agencies.
 5. Visitors to the home
 6. Placement plan and care planning
 7. Portfolio of Achievement and Need (PAN) planning
 8. Risk assessments for health and safety purposes and subsequent action taken.
 9. Transition planning.
 10. The deposit and issue of money and other valuables handed in for safekeeping.
 11. Daily menus
 12. Condition of the home
 13. Young People meetings
 14. Committee meetings
- Medicines, medical treatment and first aid administered to any child accommodated in the home.

15. In the case of a qualifying school, the standards of educational provision and learning opportunities.
16. Duty rosters of persons working at the home, and the rosters actually worked.
17. The home's daily log of events.
18. Fire drills and tests of alarms and of fire equipment.
19. Records of appraisals of employees.
20. Minutes of staff meetings.
21. Therapeutic support
22. Contact with families
23. Any allegations or suspicions of abuse in respect of children accommodated in the home and the outcome of any investigation.
24. Notifications of the events listed in Schedule 5.
25. The use of measures of control, restraint and discipline in respect of children accommodated in the home.
26. All accidents and injuries sustained in the home or by children accommodated there.
27. Any illnesses of children accommodated in the home.
28. Complaints in relation to children accommodated in the home and their outcomes.
29. Any unauthorised absence from the home of a child accommodated there-

The Registered Manager should ensure that their monitoring reports are distributed appropriately.

The Registered Manager should also provide the summary Key Performance Indicator data as per the KPI schedule. Within their strategic role the Registered Manager should be in a position to analyse and explain trends and patterns within the data and strategies in response to that data.

19 DEPUTY HEAD OF EDUCATION

The Deputy Head of Education should through regular and systematic observation of practice, debate at staff meetings, random inspection of unit and lesson planning, discussion with colleagues at all levels, and talking to children and parents, and external professionals, regularly review policies and/or practice in relation to supporting the Head of Education in monitoring tasks, as delegated by the Head of Education.

Specifically in relation to:

- Baseline assessments
- Display
- Learning unit and lesson planning
- Daily recording and formative assessment of learning
- Reviews and PEPs
- The use of restorative approaches, reparation and sanctions
- Accreditation
- Outdoor and Adventurous Activities

The Deputy Head of Education should regularly advise the Head of Education of either the need for further monitoring and evaluation, or suggest potential action or the need for change as a result of their monitoring and evaluation.

20 THE HEAD OF EDUCATION

The Head of Education should through regular and systematic observation of practice, debate at staff meetings, subject review meetings, random inspection of unit and lesson planning, discussion with colleagues at all levels, and talking to children and parents, and external professionals, regularly review policies and/or practice on:

- assessment, recording and reporting
- marking
- extending learning opportunities
- teaching and learning styles
- display
- equal opportunities
- teaching staff and teaching assistant induction, supervision and development
- the use of restorative approaches, reparation and sanctions
- 24 hr Learning

The Head of Education should also ensure that the monitoring and evaluation of colleagues, of the curriculum in general and educational practices in particular, is used as a basis either for further monitoring and evaluation or for change to practice. Particular regard should be paid to:

- pupil achievement and quality of learning
- the quality of teaching and range of teaching styles employed
- quality of curriculum sequencing and knowledge taught
- teacher assessment of pupil work
- individual programme construction and implementation
- progress in meeting objectives
- the fractioning of objectives into appropriate targets
- PAN meetings
- attendance
- maintaining up to date information in relation to Key Performance Indicators
- student self assessment and motivation for learning
- 24 hr learning opportunities and role of the Care Team
- the use of Learning Centre Education Plans to promote positive change for students
- developing the range and diversity of effective transition planning

The Head of Education should as a result of their evaluation and resource monitoring advise the Principal at an appropriate time in the planning cycle of the need for additions to or the repair or replacement of:

- audio visual and reprographic equipment
- computers and technology equipment

- library books, magazines and newspapers
- text books
- specialist equipment
- expendable stock, and
- classroom fixtures, fittings, floor coverings and furniture

The Head of Education should as a result of his monitoring and evaluation activities, maintain a monitoring portfolio that informs the self evaluation process.

The Head of Education must provide a written report to the Principal on a termly basis covering agreed headings. This has to be submitted within one month of the subsequent term starting following the reporting term period.

The Head of Education should also provide the summary Key Performance Indicator data as per the KPI schedule. Within their strategic role the Head of Education should be in a position to analyse and explain trends and patterns within the data and strategies in response to that data.

21 CAREERS INFORMATION AND GUIDANCE ADVISOR

The SES CIGA should through regular and systematic observation and discussion with colleagues and children, monitor and evaluate:

- the overall quality of personalised careers, information advice and guidance
- the range of work experience placements
- the diversity and opportunity of access to employers and employment
- our adherence to the Gatsby benchmarks
- how well young people are supported in their transition from SES
- use of the 24 hour learning curriculum to improve access to CIGA

The CIGA must produce a half termly report for the Senior Leadership Team to review the provision that has been in place for children across CIGA.

22 AVOCET HOUSE / TURNSTONE HOUSE ADMINISTRATORS

The Avocet House / Turnstone House Administrator should, through regular and systematic sampling and analysis of compiled data, debate within the administration meetings, discussion with colleagues and external/visiting professionals, and in liaison with the key members of staff including the SES Administrator, and the Directors, monitor and evaluate the administrative systems and procedures that support the practice and operation of SES.

This will principally fall into the following main headings:

- SES company records and functions
- Establishment administrative and recording systems
- Financial recording and budgetary monitoring structures
- Personnel matters

- Administrative systems and structures that support key colleagues

Areas illustrative of the above, but not exclusive, are:

Financial:

- Preparation of budget reports for monthly meetings
- Assistance with cash-flow projections to support business planning
- Recording of all financial transactions to reconcile bank and cash accounts
- Payroll related issues – monthly salaries, pensions and PAYE payments, etc
- Having an overview of expenditure to alert budget holders of any potential problems
- Monitoring of data to ensure it is collected and recorded accurately.

Personnel:

- Preparation and analysis of attendance data, including sickness records, to highlight areas of concern for Attendance Panel to consider on a monthly basis
- Collation and recording of staff records in both paper and electronic files to include: recruitment checks, training records, professional development and personal support meeting records, etc,
- Coordination and booking of staff training

General administration:

- Compilation and maintenance of a coherent filing system to support policy and practice and SES business functions
- Provision of customer-focused reception service, including telephone answering/message taking, receiving visitors, incoming and outgoing mail, maintenance of resources.

By monitoring and evaluating the administrative structures and procedures, the administrator contributes to the review process by ensuring accurate and pertinent information and data is made available at regular and timely intervals to SES Principal, Registered Manager, Head of Education, staff members and Directors as appropriate.

This administrative function should support key personnel with monitoring and evaluation within their own area of responsibility.

The administrator should advise key colleagues of either the need for further monitoring and evaluation, or suggest potential action or the need for change to policy or practice as a result of their monitoring and evaluation. The SES Administrator, Operational Director, Managing Director and Principal are all available to offer support and guidance.

23 SES ADMINISTRATOR

The SES Administrator should support the Principals, Operational Director, Managing Director and Director/Proprietor in their responsibilities for quality

assurance, operational oversight, legal and regulatory matters, financial oversight, HR matters, relationships with and reporting to external partners, project management and policy development.

On occasions this will involve monitoring the progress of specific projects that are often of a complex, sensitive and confidential nature, carrying out specific research when required.

The SES Administrator should through their regular and systematic analysis, meetings and discussion with colleagues, monitor and evaluate areas including:

- The SES website, its content and effectiveness
- Recruitment strategies, their relative cost and success rates
- Administration induction training for new staff, in partnership with the SES admin teams
- Human Resource processes and systems, that they are legal, compliant with external and internal policies and best practice, and are efficiently undertaken
- Effectiveness and consistency of approach of the SES admin teams through regular quality assurance and sampling of operating processes
- Pension provision, liaising with Teachers' Pension and the provider of the group pension scheme, as required
- Ensuring compliance of SES employment legislation and policies, contractual and salary matters, taking advice as necessary from the specialist helpline
- The company's financial procedures, supporting administrators to ensure they are completed to the required standard and within the bounds set out in the policy and procedure document

The SES Administrator offers significant support, guidance and advice to the SES admin teams and any training needs or concerns identified would be fed back to the Principal, Operational Director and/or Managing Director.

24 THE PRINCIPAL

The Principal should through regular and systematic observation of practice, debate at a range of staff meetings, discussion with individual colleagues, children, parents members of the local community and visitors, the audit of planning throughout the establishment, and the compilation of data on a cross-section of aspects of their establishment's life, review practice and performance against aims and policies, and any national or statutory requirements.

The Principal should regularly review policy and/or practice on:

- the breadth, balance and relevance of the curriculum and its fulfilment of statutory requirements
- the quality, comprehensiveness, and currency with which childrens' needs are identified, met, reported upon and reviewed
- the size, suitability, deployment and commitment of staff, the relationships between staff groups and guidance and information for staff

- the suitability of the site and buildings for the purpose to which it is put ensuring staff and child safety, its opportunities for regular cleaning, maintenance and security
- monitoring, evaluation and review
- budget planning and expenditure
- children's personal development, behaviour, and the implementation of the Positive Management of Behaviour Policy and Practice document
- the school management structure, ensuring its suitability for its size and circumstance, and effectiveness at all levels
- relationships with placement authorities, parents, other professionals and agencies, and the local community
- the Brochure (and Statement of Purpose) and its Aims and Objectives
- the provision of information to key stakeholders as required by statute and in compliance with good practice
- Executive PAN outcomes

The Principal should establish a range of performance indicators against which the Directors can measure the achievement of planning targets. They must provide a written report to the Directors on a termly basis covering agreed headings. This has to be submitted within by the end of the half term that follows the reporting term period (e.g. for autumn 2024, the report would be due by end of the first half spring term 2025).

The Principal should establish a termly monitoring regime resulting in formal termly reports to the Directors. These reports have to be submitted by the end of the half term that follows the reporting term period (e.g. for autumn 2024, the report would be due by end of the first half spring term 2025).

They must ensure that an annual cycle of development planning is instigated resulting in a rolling programme of development outlined in a Development Plan giving the short medium and long term objectives.

The Principal should ensure that all monitoring and evaluation informs the self-evaluation process.

The Principal should also provide the summary Key Performance Indicator data as per the KPI schedule. Within their strategic role the Principal should be in a position to analyse and explain trends and patterns within the data and strategies in response to that data.

25 OPERATIONAL DIRECTOR

The SES Operational Director should through regular meetings with the Principals, Registered Service Manager, Director and where possible through observation of practice, discussion with children, parents, staff, members of the community and officers of placement authorities, review all aspects of SES.

The Operational Director should monitor and evaluate:

- The implementation and review of all SES documentation, policy and procedure

- All aspects of attainment, priorities, targets and policy and take necessary action
- Implementation of strategic establishment Development Plans at both sites
- Levels of staff performance, staff retention and recruitment strategies
- Quality assurance processes across SES, in partnership with the establishment Principals
- The referral and SES marketing process
- Coherence between establishments
- Relationships with shareholders, partners and local authorities
- The effectiveness of business ventures

The Operational Director will provide a report three working days in advance of Director meetings that outlines ongoing quality assurance activities, findings and responses undertaken or recommended.

In their capacity as the Responsible Individual for the Children's Homes, the Operational Director must:

- to ensure monthly monitoring under Regulation 44 of the children's homes regulations takes place.
- facilitate at least one annual, full audit of compliance with the Independent Schools Regulations /Children's homes Regulations.

26 MANAGING DIRECTOR

The SES Managing Director should through regular senior executive meetings and where possible through observation of practice, discussion with children and all stakeholders, review all aspects of SES in partnership with the Operational Director.

The Managing Director should monitor and evaluate:

- The consolidated financial picture across SES Topco ensuring the company meets its statutory and agreed financial commitments
- The implementation and review of all SES documentation, policy and procedure
- All aspects of attainment, priorities, targets and policy and take necessary action
- The effectiveness of the implementation of a strategic executive business plan for SES
- Levels of staff performance, staff retention and recruitment strategies
- The culture of appreciation throughout the company alongside levels of accountability
- The SES Positive Handling Strategies training programme across both establishments
- Quality assurance processes across SES, in partnership with the establishment Principals
- The referral and SES marketing process, and quality of the SES website
- Coherence between establishments in delivering the SES vision

The Managing Director should review policy and/or practice in respect of statutory requirements and particular in compliance with the Children's Homes Regulations and the Independent School Standards Regulations.

27 THE ROLE OF COMMITTEES

Committees provide an important monitoring and evaluation role. Their role is not to replace the primary monitoring and evaluation responsibility of individuals as described earlier in this document, but to provide a periodic over-arching monitoring and evaluation role in specific areas. The committees have a powerful remit in that they invariably have representatives from all levels of the establishment and they can feedback information and pose questions to the management of the establishment about the quality of operation in relation to their areas.

Currently the following committees are in existence.

Health And Safety Committee examining:

- Fire log related issues
- Accidents
- COSHH
- Risk Assessment Cycle
- Electrical Testing

Team Teach Committee examining:

- Overall RPI incident trends/patterns
- Staff Training issues

Grounds and Buildings Committee examining:

- Quality and upkeep
- Grounds Risk Assessment
- Asset Management Plan

Transition Committee

- Quality of transition from SES
- Longitudinal interviews with young people

Well Being Committee examining:

- Staff well being

SES Way Committee examining:

- Therapeutic practices across SES

28 ORGANISATIONAL PLANNERS

A range of organisation planners have been created for specific care roles that support staff in tracking performance against key responsibilities and deadlines.

These can be located on the staff networks – Staff – Forms and Formats – Administration Whole Team – Professional Development – Organisational Planners.

A more extensive version has been created for the Principal that has a dual purpose for planning forward as well as MER.

29 FREQUENCY OF SENIOR LEADERSHIP OBSERVATIONS

In order to facilitate regular, systematic monitoring, an agreed schedule for the minimum frequency of observations has been established:

- The Head of Education and Deputy Head of Education will conduct regular learning walks/observations for the Learning Centre, with one being completed at least once every half term between them.
- The Registered Manager and Head of Care complete formal house observations on the same cycle, minimum of six per year.
- The Head of Education completes house observations three times a year.
- The Registered Manager will complete Learning Centre observations three times a year.
- The Head of Care and Deputy Head of Education, where possible, will also complete observations of Learning Centre and Home respectively.
- The Principal will complete three observations of both the home and Learning Centre within a year.