

# Grafham Grange School

Inspection report for residential special school

---

<b>Unique reference number</b>	SC013920
<b>Inspection date</b>	24 February 2009
<b>Inspector</b>	Gaynor Moorey / Paul Taylor
<b>Type of Inspection</b>	Key

---

<b>Address</b>	Grafham Grange Horsham Road Grafham Bramley GUILDFORD Surrey GU5 0LH
<b>Telephone number</b>	01483 892214
<b>Email</b>	
<b>Registered person</b>	Grafham Grange Special Educational Trust Limited
<b>Head of care</b>	Keith Stanley
<b>Head / Principal</b>	
<b>Date of last inspection</b>	28 February 2008

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

You can obtain copies of The Children Act 2004, Every Child Matters and The National Minimum Standards for Children's Services from: The Stationery Office (TSO) PO Box 29, St Cripins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: [www.tso.co.uk/bookshop](http://www.tso.co.uk/bookshop)

## About this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcome for children set out in the Children Act 2004 and relevant National Minimum Standards for the establishment.

## The inspection judgements and what they mean

Outstanding:	this aspect of the provision is of exceptionally high quality
Good:	this aspect of the provision is strong
Satisfactory:	this aspect of the provision is sound
Inadequate:	this aspect of the provision is not good enough

## **Service information**

### **Brief description of the service**

Grafham Grange is a non-maintained residential special school for up to 44 boys aged from 10 to 16 years with emotional and behavioural difficulties. The Grafham Grange Special Educational Trust administers the School.

Pupils board during the school week, arriving on a Monday morning and leaving Friday afternoon.

All young people attending the school have complex and challenging needs. Many will have experienced breakdowns of previous educational placements and have had periods out of full time education.

Boarding provision is organised into five living units, four for younger pupils at the main school and the fifth for Year 11 pupils located at the nearby Woodyer House site.

### **Summary**

This announced key inspection took place over two days. The purpose of the inspection was to undertake a full review encompassing all the key National Minimum Standards for residential special schools.

A good standard of care is provided with the support of the head of care and experienced staff team. The staff promote the safety of the young people, by following clear and comprehensive guidance, policies and procedures. Observation during the inspection showed the school struggling to manage the day to day routines which is reflective of the young people's behaviour during the inspection. The staff provide the children with extremely good support and encourage the children with their education and interests. Children enjoy contact with family and are given opportunities to express their opinions and make choices about their lives. The school is maintained to a good level providing a homely environment to live in. The staff are supported by the senior management team who provide the staff with supervision, training and support. The staff also contribute to the development of the organisation.

The overall quality rating is satisfactory.

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

### **Improvements since the last inspection**

The school did not receive any actions or recommendations at the last inspection. The school has continued to set itself new objectives and has carried on developing its services.

### **Helping children to be healthy**

The provision is good.

Each child has a health plan in place which details information about medical history and current health needs. The school has clear guidance and training for staff in place to ensure they have experience and knowledge when assisting the children to take their medication. A registered nurse is in overall charge for the medication, first aid and treatment within the school. The systems in place are comprehensive. The nurse monitors administration and storage of medication thoroughly and conscientiously. All of the children have consent for all forms of medical

treatment. Medical appointments are available to the young people with health care professionals.

The school has written guidance on promoting the health and welfare of the children, and the children are enabled to discuss these issues such as sexual health, substance misuse, alcohol abuse and smoking. The school does run a smoking cessation clinic. A significant number of children are permitted to smoke in designated areas if the parents are in agreement with this.

Children's dietary needs are catered for. A review of the menus is currently taking place to offer a more varied choice. The children identified they could ask for changes in the menu through the food meetings and are concentrating on the breakfast menu. The school has a new cook who is beginning to influence changes to the catering system. There is clear information in the kitchen related to young people's dietary needs and any allergies they may have.

A significant number of young people feel that the menu could be more varied.

The behaviour at some mealtimes can be challenging and disruptive and does not always lend itself to a well organised social occasion.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

There is clear policy and guidance in place for the staff to follow in relation to ensuring that the confidentiality and privacy of the pupils is protected. Staff are aware of this and know with whom they can share sensitive information. Additionally, all confidential information is kept securely stored.

Pupils are confident to express their opinions. They have a number of avenues they can follow to express their complaints. These include members of staff, key workers, members of the senior management team, an independent visitor and visiting directors and governors. The vast majority of complaints are dealt with at an informal level, however, when pupils have chosen to complain formally, the process is well documented and complaints resolved swiftly. Additionally the complainant is given an opportunity to endorse the record of the complaint to show that it has been resolved to their satisfaction.

The school has clear guidance in place for the staff to follow in the event that they have concerns about a pupil's welfare. The members of staff are offered regular training to ensure that they are aware of their obligations. The head of care keeps thorough, detailed and well organised records of any child protection concerns. These include details of all agencies involved and how the issue has been resolved.

The pupils are very aware of what behaviour constitutes bullying. Whilst incidents of bullying do occur the pupils are clear that the members of staff will deal with this. The dynamics between the pupils can at times be volatile and the staff work hard to manage the behaviour and to ensure that any differences can be resolved.

The staff team are very aware of each pupil's vulnerability and level of risk should they go missing. Pen pictures are kept in each pupil's key work file together with a photograph. This ensures that the information is readily available to the police should a pupil go missing.

Positive behaviour is encouraged and rewarded when it is achieved. Pupils can earn points throughout the day and this is rewarded by being able to have activities off the school's site and by earning money. Pupils are also rewarded for achieving targets identified in their key work sessions. Key workers work hard to ensure that each pupil has a behaviour management program which identifies targets for improvement, which are relevant to the pupil concerned.

The school operates a system whereby incidents of challenging behaviour are assessed and collated with a view to analysing them and thereby identifying critical times and triggers. This in turn informs strategies for the staff team to develop in order to minimise incidents.

When sanctions are imposed they are recorded. There is clear guidance for the staff to follow with regards to physical restraint and the staff receive regular training in the method of restraint used by the school.

Most records of restraint are completed appropriately and within reasonable time scales. Opportunities are given to pupils to discuss incidents after they occur and records are made of their reaction and feelings. Records of incidents and one incident witnessed by inspectors suggest that on occasion pupils have assisted members of staff in responding to, and managing physically challenging situations.

Behavioural boundaries are made clear to the pupils, however, incidents witnessed by inspectors suggest that poor behaviour, especially rude, threatening and offensive language is not responded to with a consistent approach. Behaviour during some mealtimes is unsettled.

The premises manager ensures that the monitoring of fire equipment, gas and electrical installations and environmental hazards, such as the school lake, are regularly monitored and assessed to minimise risks. The system in place to ensure that the monitoring is consistently achieved is detailed and thorough. Risk assessments are regularly reviewed and updated and fire drills occur on a regular basis.

The recruitment process operated by the school is robust and thorough. All necessary checks are carried out before a member of staff starts employment. The school also updates Criminal Records Bureau checks every three years.

## **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Each young person has an individual education plan and educational statement. These plans are updated and targets are made at each review; these are shared across the school and boarding facilities. Each young person meets regularly with their key worker and is actively involved in agreeing these targets. Progress is regularly reviewed and both residential and teaching staff as well as therapist involved liaise in order to gauge each young person's progress. The young people are supported by the staff in the boarding houses to attend and manage the school day.

The school has an excellent activities programme including swimming, ice skating, bowling, football, table tennis and camp fire. The young people are able to choose between activities at the school or going out into the community. The young people felt the activities are really good and one young person said 'they make you feel good'. The school organises special

outings such as camping trips and holidays abroad. The young people are encouraged to take part in new experiences to enable them to develop new skills and confidence.

The young people have their needs for specific support outlined in their placement plans and the school offers specific help and counselling. The school has a therapy team which initially offers an assessment to each young person with a view to assessing their needs and offering further support which where appropriate does involve the young person's family or carers. The school also has a family support worker who works with the young people's parents. The young people are supported by specific key workers and the staff at the school and relationships were seen to be warm and caring in a professional manner. The young people said they would feel able to talk to the staff and feel listened to.

### **Helping children make a positive contribution**

The provision is outstanding.

The pupils are given numerous opportunities to voice their opinions on how the school is run. There is a school council which meets regularly with representatives from the school staff team to discuss various issues. Minutes are kept of the meetings and pupils fill key roles in the council such as chairperson, treasurer and media manager. The pupils have managed to influence areas such as menus and activities as part of the school council meetings.

Pupils also meet with their key workers on a regular basis to discuss their progress, concerns and targets to achieve. Targets on improvement are agreed by the pupils and this gives them the opportunity to influence decisions about themselves. There are numerous opportunities for pupils to meet school governors, visiting directors and senior members of staff. Additionally, the pupils are constantly able to share their views on how life is for them at the school on a daily informal basis in their interactions with class teachers, tutors and residential care staff.

The school caters for pupils who have complex and at times, very challenging needs. The admission process and assessment is detailed and very carefully planned. The multi disciplinary approach operated by the school ensures that care staff, teachers, therapists and psychologists combine to assess each pupil, and to decide if the school can meet their needs.

Once pupils reach Years 10 and 11 the 24 curriculum operated by the school prepares the pupils to develop their life skills and to prepare for independence or further education. Each pupil is assessed and individual packages are planned so that each pupil can achieve to their potential.

The process of admissions, discharges and ongoing assessments and monitoring of progress is of an outstanding quality.

Pupils are able to contact families and loved ones by using their own mobile telephones or by using the school telephone. Parents are welcome to visit and all pupils return home to parents or guardians at weekends.

### **Achieving economic wellbeing**

The provision is good.

The members of staff responsible for the maintenance of the school premises work extremely hard to ensure that the quality of the premises is maintained to a good level. The school is a large building and there is a rolling refurbishment plan to ensure that natural wear and tear is

addressed. Additional to this rolling program the maintenance team respond promptly to repairing parts of the building which have been damaged. Behaviour displayed by some pupils can challenge the environment and the maintenance team works hard to ensure that damage is repaired promptly.

Pupils are able to personalise their rooms and dormitory areas with posters and pictures and have sufficient storage space for their clothing and belongings.

## **Organisation**

The organisation is satisfactory.

The promotion of equality and diversity is satisfactory. The school has in place both policy and guidance that reflects how the school would meet the rights of the young people so they do not face racism or discriminatory abuse. However during the inspection the young people were seen to use both discriminatory and abusive language to each other and to staff.

The school has a variety of information linked to the statement of purpose including the young person's guide. The guidance offers a clear picture of the school, its ethos and its daily routines. Alongside of the statement of purpose the school has up to date comprehensive policies and procedures.

The overall management of the school systems is good. However the staff appeared to struggle with the day to day management of the young people. During the course of the inspection it was observed that staff on duty found it difficult to maintain order on such occasions as meetings and mealtimes which quickly became chaotic and disruptive.

The care team comprise of both those with experience and new staff who have been employed since the start of the new school year. The team are supported by the head of care and clear systems of supervision and training that are in place. The staff said they feel supported and happy with the extensive training they are now offered. One new member of staff felt he was receiving an excellent induction and is being encouraged within his practical work and training.

The school has clear lines of induction, mandatory training such as first aid, safeguarding children, health and safety and behaviour management. Staff also undertake NVQ courses which is inclusive of all staff across the school.

The school has an overall comprehensive system in place for the monitoring of practice and safety issues. There is a regulation 33 visitor in place who visits once every half term. Monitoring and statistics of issues such as restraint, absconding and behaviour management were seen and are being used as a part of looking at reducing such incidents as a whole.

The school currently has an acting head in place and hope to employ a head to the school within the next two months.

The Grafham Grange Trust as an organisation involves all of its employees in developmental plans and new initiatives.



## What must be done to secure future improvement?

### Statutory requirements

This section sets out the actions, which must be taken so that the registered person meets the Care Standards Act 2000, and the National Minimum Standards. The Registered Provider must comply with the given timescales.

Standard	Action	Due date
----------	--------	----------

### Recommendations

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure healthy living initiatives are promoted with a whole school approach to stopping smoking (NMS 14)
- ensure mealtimes are well ordered social occasion (NMS 15)
- ensure appropriate action is taken when young people are using discriminatory and abusive language (NMS 10)
- ensure standard of behaviour at the school is maintained to a satisfactory manner
- ensure that young people do not become involved in the restraint of other young people at the school (NMS 10)
- ensure a review of menus is undertaken to look at the food provided at mealtimes (NMS 15)
- ensure that appropriate management of daily routines is in place (NMS 31)