



Making Social Care  
Better for People

# inspection report

Residential Special School (not registered as  
a Children's Home)

## **Wishmore Cross School**

Alpha Road

Chobham

Surrey

GU24 8NE

24th & 25th January 2005

## **Commission for Social Care Inspection**

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

### **The role of CSCI is to:**

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

## **Inspection Methods & Findings**

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

### **The 4-point scale ranges from:**

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

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

'X' is used where a percentage value or numerical value is not applicable.

<b>SCHOOL INFORMATION</b>
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**Name of School**

Wishmore Cross School

**Address**

Alpha Road, Chobham, Surrey, GU24 8NE

**Tel No:**

01276 857555

**Fax No:**

01276 855420

**Email Address:**

**Name of Governing body, Person or Authority responsible for the school**

Surrey Children`s Services

**Name of Head**

Ms D Close

**CSCI Classification**

Residential Special School

**Type of school**

**Date of last boarding welfare inspection:**

24/02/04
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<b>Date of Inspection Visit</b>		24th / 25 <sup>th</sup> January 2005	<b>ID Code</b>
<b>Time of Inspection Visit</b>		09:00 am	
<b>Name of CSCI Inspector</b>	<b>1</b>	Ms R Coler	075511
<b>Name of CSCI Inspector</b>	<b>2</b>	Ms S McBriarty	
<b>Name of CSCI Inspector</b>	<b>3</b>	Ms C Bowman	
<b>Name of CSCI Inspector</b>	<b>4</b>	Mrs G Yates	
<b>Name of Boarding Sector Specialist Inspector (if applicable):</b>			
<b>Name of Lay Assessor (if applicable)</b> Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
<b>Name of Specialist (e.g. Interpreter/Signer) (if applicable)</b>			
<b>Name of Establishment Representative at the time of inspection</b>		Ms D Close	

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## INTRODUCTION TO REPORT AND INSPECTION

Residential Special Schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (i.e. those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Residential Special Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended. Residential Special Schools are not registered as children's homes unless they accommodate, or arrange accommodation for, one or more children for more than 295 days a year.

This document summarises the inspection findings of the CSCI in respect of Wishmore Cross School

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

## INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

## **BRIEF DESCRIPTION OF THE SCHOOL AND RESIDENTIAL PROVISION**

Wishmore Cross is a Local Education Authority funded school for boys within the age range of 11-16 years. The school provides both boarding and day facilities for young people with special educational needs who are identified as having emotional and behavioural difficulties as their primary need.

The school was formally a mainstream secondary school, the present residential facilities having been converted from large classrooms over thirty years ago. The present facilities do not meet the standards for accommodation required in the National Minimum Standards for Residential Special Schools. Three of the boarding units remain in operation, Hastings, Waterloo and Trafalgar.

Building works are underway to provide new accommodation for the pupils, which are expected to meet the standards noted.

Please note that this inspection took place whilst the oldest pupils remained at home due to the building works in progress. Therefore their comments and views were not able to formulate part of this inspection. In addition inspectors would note that this made a substantial reduction to the numbers of pupils present.

## **PART A SUMMARY OF INSPECTION FINDINGS**

### **WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE**

**Standards which were graded four were as follows:**

**Standard 33 -The governing body, trustees, local authority, proprietor or other responsible body receive a written report on the conduct of the school from a person visiting the school on their behalf every half term.**

The monthly visits and reports required in Standard 33 and undertaken by Surrey County Council identified well with many of the same issues raised by this inspection. In particular the inspectors concerns regarding the recording of sanctions, the number of toilets and the provision of soap for hand washing. The latter having been resolved by the time of this inspection. The person visiting the school on behalf of Surrey County Council also reviewed the physical intervention and sanctions records.

**Aspects of standards which were considered to be worthy of mention are considered to be as follows:**

**Standard 2 – Consultation with pupils and significant others.**

The pupils were actively involved in the development of policies and procedures within the school. For example the pupils were able to speak knowledgably about the new non-smoking policy and their support for its inception as well as some of the possible difficulties in maintaining the policy. Staff and pupils were able to identify ways in which they are consulted and the action taken.

The school was also able to evidence the support and assistance given by the pupils' parents and carers and how parents were consulted from the beginning of a pupil's placement at the school.

**Standard 9- Relationships between staff and children.**

The relationships observed and discussed between pupils and care staff were found to be of a high quality that supported young people in managing their own behaviours appropriately.

**Standard 11 – Induction to the school.**

Members of the staff team had developed a new induction programme for incoming pupils. The inspectors recognised this as good practice. The induction programme enabled the staff that will be working with the new pupils to be part of their education and support throughout the period of their school lives.

**Standard 13 – Activities.**

The school continued to provide a structured and well-organised approach to the provision of activities. Despite the accommodation shortfalls that inhibited both staff and pupils the care staff provided a homely and supportive atmosphere to enable activities to take place safely.

**Standard 30 – Staff Supervision.**

The school provided supervision and appraisals to staff over and above the minimum requirement and are commended for the support provided to their staff.

**Standard 31 – Management.**

The management team had faced a number of significant challenges during the course of

the last year, not least of which is the building programme in place. The school was well organised and worked hard to achieve the goals it sets to meet the pupils' needs.

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**WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE**



There has been no significant change since the last inspection report and the same issues remain identified here:

**Standards which did not meet the necessary level were as follows:**

**Standard 1 – Statement of Purpose.**

The document 'Opening Doors' and the draft admissions criteria contained most of the information required in 1.3 of the National Minimum Standards for Residential Special Schools. The school remained without clear criteria regarding the range of need pupils might have to be admitted to the school. The Local education Authority had been approached to work with the school on this matter, to date there has been no resolution. A decision must be made in order to enable the school to safely meet the range of needs of its pupils. This standard will form part of the notification to the Local Authority.

**Standard 6 – Bullying**

The school had an anti-bullying policy and procedure. This inspection identified that bullying remained a very significant issue within the school. Whilst the school has made efforts to address this issue there remain serious concerns about the impact of bullying on the operation of the school. The responses from the staff team were inconsistent and action must be taken to ensure that all staff respond to any bullying witnessed. The recording of all bullying incidents also needs to improve. It is recognised by the inspectors that the present poor accommodation, requirement for specialist support and the diverse range of pupil need continues to affect the manner in which staff can care for pupils and pupils' feelings of self-esteem. Pupils reported to inspectors that the level of bullying was one of their major concerns. This standard will form part of the notification to the Local Authority.

**Standard 11 -Admission and leaving processes are planned and agreed with the child – and as appropriate, with parents and carers and placing authorities – as far as possible and handled with sensitivity and care by those concerned.**

The school's admission criteria remained an area of significant concern. As stated previously the Head Teacher had been proactive in attempting to seek agreement from the Local Education Authority for a clear admissions statement regarding the assessed needs of referred children. Further detail is required from the admissions statement to ensure that the school is able to safely meet the assessed needs of pupils and to reduce the level of violence that was present during the inspection. This standard will form part of the notification to the Local Authority. This standard will form part of the notification to the Local Authority.

**Standards 23-26 – Premises and Health and Safety.**

The premises had not changed since the last inspection; they remain inadequate to the pupils needs and therefore affect the day-to-day running of the school. Building works were underway and it is hoped that the new residential pupil accommodation will be completed by September 2005.

The inspectors were very concerned to note that the school's security systems to computers used by pupils did not prevent access to all unsuitable sites. The school must contact their IT department to have them reconfigure the settings in place to ensure adequate filtering of inappropriate sites without permitting access to appropriate sites.

In addition this inspection noted that the school required additional toilet facilities for the all its pupils, as the present provision is insufficient for the number of pupils in attendance at the school during the day. Phase two of the building works must include the provision of

additional toilets in conjunction with the required changes to the foyer area and main stairway. Pupils reported to inspectors that the state of the premises was one aspect that made them extremely angry and upset. In addition the access of pupils to the roof areas of the school was a major concern. This concern was also held by staff of the school. This standard will form part of the notification to the Local Authority.

## CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The inspectors would like to thank the pupils and staff at Wishmore Cross school for their warm welcome and support of the inspection team. In particular we would wish to recognise their openness and honesty throughout the inspection process.

The continued lack of appropriate premises in which to provide education and boarding provision to such a wide range of pupil need remained in evidence. The school has worked hard to try and maintain a cohesive response to the pupils through what has been a particularly difficult year. Inherent risks remain in trying to meet the assessed needs of all pupils as well as trying to constantly risk assess the accommodation and building works.

The school continued to make progress in many areas and its innovative approach to the induction of new pupils is commended. It must be noted however that this inspection took place when the older pupils were not present but also acknowledged that there were major building works being effected which took considerable organisation, risk assessment and management. The inspectors also would note that there has not been a consistent management team at the school for the last year due to unforeseen circumstances.

A notification of concern will be reissued to the Local Education Authority, as the level of concern remains high.



6	RS6	Where a pupil demonstrates bullying or victim type behaviours this should be recorded in their placement plan. Actions should be identified as to how the residential care team will help diminish these types of behaviours.	Immediate 25/02/04
11	RS14	Any recommendation made in the National Care Standards Commission Pharmacy inspection report dated the 25 <sup>th</sup> February 2004 should be implemented in full.	Immediate 25/02/04

## RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

**Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how recommended actions are to be addressed. This action plan will be made available on request to the Area Office.**

<b>RECOMMENDED ACTION</b>			
Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Residential Special Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.			
No	Standard*	Recommended Action	
1	RS1	The Statement of Purpose must include details of the range of pupil's needs and ages that the school caters for. <b>This recommendation remains unmet from the previous inspection of 24<sup>th</sup> and 25<sup>th</sup> February 2004.</b>	29/04/05
2	RS3	The school must develop a policy and procedure regarding search and possession.	By the 30/04/05
3	RS4	The complaints book should include detail of the type of issues that can lead to a complaint being made.	By the 30/04/05
4	RS4	The complaints book must identify in full the outcomes of any complaint with pupils' signing their agreement to that outcome where possible. Where this is declined this should be noted on file. <b>This recommendation has been partially met from the previous inspection of 24<sup>th</sup> and 25<sup>th</sup> February 2004.</b>	By the 30/04/05
5	RS5	The school must review its Child Protection policies, procedures and training schedule for staff taking into account comments made in Standard 5.	By the 30/04/05
6	RS6	The school must draw up an action plan to deal with bullying, make sure staff are all trained in this aspect of practice and notify the Commission for Social Care Inspection of the outcome. Please refer to comments made in Standard 6.	By the 31/03/05

7	RS6	Where a pupil demonstrates bullying or victim type behaviours this should be recorded in their placement plan. Actions should be identified as to how the residential care staff team will help diminish these types of behaviours. <b>The recommendation has been partially met from the last inspection of 24<sup>th</sup> and 25<sup>th</sup> February 2004.</b>	By the 31/03/05
8	RS6	The school must ensure that records of bullying are completed on all occasions. The school should ensure that all incidents of bullying are being recorded. <b>This recommendation remains unmet from the last inspection of 24<sup>th</sup> and 25<sup>th</sup> February 2004.</b>	Immediate as from the 25/01/05
10	RS11	The school should develop a formal leaving school policy and formalise the draft admissions policy.	By the 30/06/05
11	RS14	It is recommended that the documented procedures for the handling of medication are reviewed and updated to include the self-administration of medication by pupils and the auditing undertaken by the senior care team. <b>This recommendation remains partially met from the inspection of 25.02.04</b>	By the 30/03/05
12	RS14	The system for supplying medication to parents must be reviewed. A documented risk assessment and a written procedure must be in place for staff to undertake the transfer of medication from the original labelled containers, as received from the pharmacy, into another container for later administration. <b>This recommendation remains unmet from the inspection of 25.02.04.</b>	By the 30/03/05
13	RS14	It is strongly recommended that a Controlled Drugs cupboard, complying with the Misuse of Drugs (Safe Custody) Regulations 1973, be provided for the secure storage of Controlled Drugs prescribed for pupils, as part of the school's current refurbishment.	By the 05/09/05
14	RS15	The school should gain the specialist advice and support from a dietician.	30/06/05
15	RS17	The school should review its care planning system and records in light of comments made in Standard 17 of this report.	30/06/05
16	RS22	The school must document and record the debriefing sessions held with each child after a significant incident. Where such a meeting is refused by the child this should be noted on the significant incident form.	Immediately as from the 25/01/05

17	RS22	The Head Teacher or Deputy Head should meet with the visiting professionals who work at the school on a regular basis.	As from the 30/03/05
18	RS23	The school must provide additional toilet facilities downstairs for the use of all pupils. The provision must be in conjunction with the present building plans. Any change in the plan must be notified to the Commission for Social Care Inspection immediately.	By the 31/09/05.
19	RS26	The main entrance of the school should be provided with an interim system which notifies staff of any request for entry to the school out of school hours.	05/09/05
20	RS26	The school must review the present policy of leaving the external doors unlocked when the day pupils have left and the boarders have no reason to leave the building.	Immediately as from the 25/01/05
21	RS26	The school should review the external lighting around the school with a view to increasing the number of lights provided.	By the 05/09/05
22	RS26	The school must take action to reduce pupils' access to the roofs of the school.	By the 30/04/05
23	RS26	The school must contact their IT department to have them reconfigure the settings in place to ensure adequate filtering of inappropriate internet sites without permitting access to appropriate sites.	By the 30/05/05
24	RS26	The stair banisters need attention to improve the safety of pupils.	By the 30/04/05
25	RS28	The school should ensure that the staff handover include brief records of the discussion and the documents to be retained.	Immediately as from the 25/01/05
26	RS29	The school must review its training plan to ensure that new staff always receive immediate training in child protection, visiting professionals are trained in child protection, administration staff receive re-training in child protection, that as many staff as possible are trained to work with bullying and victim type behaviours and staff receive training in dealing with complaints.	By the 14/05/05

27	RS29	The school is advised to review with the Local Authority the number of training days allocated to staff who work in Residential Special Schools. This is with a view to increasing this number to reflect the diverse number of courses which are essential for staff to have completed when working in a residential special school.	By the 30/06/05
28	RS30	The school must include the debriefing of staff after any significant incident .	As from the 01/03/05

### ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	RS3	The school should consider the provision of towelling robes to each of the boarding pupils and check that all pupils have access to lockable facilities.
2	RS6	The school should consider providing additional staff with training in anger management, restorative justice and mediation to assist the school to deal with the level of bullying.
3	RS6	The school should include parents in the action plan and review regarding bullying policies and procedures
4		The school should expand its policy and procedure on behaviour management to include greater detail of how this refers to care of pupils outside school hours.
5	RS8	The school's policy on missing children should be reviewed to ensure there is greater separation regarding what is policy and what procedure.
6	RS14	A written policy regarding how the health needs of pupils will be met should be developed.
7	RS15	The school is advised to consider whether provision of a breakfast club for non-boarders would be beneficial and practicable.
8	RS18	The school should consider its present policy on files and seek to reduce the number held. The school is also advised to provide a profile of each child at the front of their main file.
9	RS22	The school and specialist staff should agree where a room for their use would be best located in the new premises arrangements.



10	RS28	The school should review the staffing levels provided to support boarders, the staffing levels must be based on the assessed needs of the pupils.
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Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. RS10 refers to standard 10.

**PART B****INSPECTION METHODS AND FINDINGS**

The following inspection methods were used in the production of this report

Direct Observation	YES
Pupil Guided Tour of Accommodation	YES
Pupil Guided Tour of Recreational Areas	YES

Checks with other Organisations

• Social Services	YES
• Fire Service	YES
• Environmental Health	YES
• DfES	NO
• School Doctor	NO
• Independent Person	YES
• Chair of Governors	YES

Tracking individual welfare arrangements	YES
Survey / individual discussions with boarders	YES
Group discussions with boarders	YES
Individual interviews with key staff	YES
Group interviews with House staff teams	YES
Staff Survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	YES
Visit to Sanatorium / Sick Bay	YES
Parent Survey	YES
Placing authority survey	NO
Inspection of policy/practice documents	YES
Inspection of records	YES
Individual interview with pupil(s)	NO
Answer-phone line for pupil/staff comments	NO

Date of Inspection	04/01/05
Time of Inspection	9.00
Duration Of Inspection (hrs.)	65.5
Number of Inspector Days spent on site	2

**Pre-inspection information and the Head's Self evaluation Form, provided by the school, have also been taken into account in preparing this report.**

## SCHOOL INFORMATION

**Age Range of Boarding Pupils**      **From**       **To**

### NUMBER OF BOARDERS AT TIME OF INSPECTION:

**BOYS**     

**GIRLS**     

**TOTAL**     

**Number of separate Boarding Houses**     

The following pages summarise the key findings and evidence from this inspection, together with the CSCI assessment of the extent to which standards have been met. The following scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The scale ranges from:

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

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

"X" is used where a percentage value or numerical value is not applicable.

## **STATEMENT OF THE SCHOOL'S PURPOSE**

**The intended outcome for the following standard is:**

- **Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.**

**Standard 1 (1.1 – 1.9)**

The school has a written Statement of Purpose, which accurately describes what the school sets out to do for those children it accommodates, and the manner in which care is provided. The Statement can be made up of other documents, e.g., Letter of Approved Arrangements and school prospectus, which are required to include specific information.

**Key Findings and Evidence****Standard met?**

1

The 'Opening Doors' vision statement contained the school's Statement of Purpose. The document provided most of the detail required by Standard 1 this included detailed information regarding the school's strategic plan in relation to its pupils and how they expected to achieve those stated intentions. However the Opening Doors document did not clarify the admission criteria or the approved number of day and boarding pupils. A draft admissions policy was in consultation that begins to offer the clarity of information previously recommended by the Commission for Social Care Inspection (CSCI).

A criterion with emphasis on the needs of the pupil (Standard 1.3 and 1.5), for example, taking into account the complexity of need and or why the child requires a boarding placement, remain a crucial area of omission. The Inspectors understand that the school management team continued to support the Head Teacher in seeking agreement from the Local Education Authority (LEA) on this matter. Agreement with the LEA remains fundamental to the school being able to adequately provide for the support and welfare of the pupils who attend. The lack of clarity with regard to admissions will not assist the school to identify the overall operation of the school and therefore meet these; such as staff training needs and for this reason the standard has been assessed as unmet.

The Inspectors understand that the Head Teacher had been proactive in seeking to reduce the levels of complex needs within the school. In addition the pre-inspection report noted that the Statement of Purpose was under review. The recommendation from the last inspection had not been met and therefore the Commission for Social Care Inspection can only continue to conclude that the school does not have a Statement of Purpose as specified and therefore cannot use this to fully define other needs of the school such as staff training, numbers of staff required on duty, etc and make adequate plans to meet these needs.

The inspectors also remain concerned that the admission process, and the wide range of complex needs presented by the pupils at the time of the inspection, exacerbated the vulnerability of pupils at the school.

The school provided each pupil and their parent with a home school agreement. The agreement set out what the parent and the pupil could expect from the school and included the school's vision and strategic plans. The parent/carer, pupil and the Headteacher signed the documents. This was considered good practice in setting the expectations and responsibilities of both parties.

## **CHILDREN'S RIGHTS**

**The intended outcomes for the following set of standards are:**

- **Children are encouraged and supported to make decisions about their lives and to influence the way that the school is run. No child should be assumed to be unable to communicate their views.**
- **Children's privacy is respected and information about them is confidentially handled.**
- **Children's complaints are addressed without delay and children are kept informed of progress in their consideration.**

**Standard 2 (2.1 – 2.9)**

**Children's opinions, and those of their families or significant others, are sought over key decisions which are likely to affect their daily life and their future. Feedback is given following consultations.**

**Key Findings and Evidence**

**Standard met?**

**3**

The school provided a good range of consultation processes. For example the pupils reported that they had taken full part in the discussions regarding the new no smoking policy within the school. They were able to demonstrate to the inspectors that they were fully conversant with a number of policies and procedures in place that affected them directly. The new non-smoking policy provided evidence of good practice with regard to the consultation processes as not only pupils were involved in its development but also parents.

Pupils were also able to choose their evenings activities from the range on offer and the inspectors observed the pupils being supported when they later changed their initial decision. The school are to be commended for their support and encouragement of pupils to be involved in the day to day running of the school.

The school council remained pupil focused and was well attended by pupils.

Parent partnership evenings were held every half term and representatives from the staff team attend, as did the partnership social worker. The evening offered an opportunity for the group to discuss any aspect of the school running.

Three pupils' parents were school Governors and attended all meetings. These parents had a say in the recruitment of staff and, as with the parent partnership evenings, the running of the school.

Please see comments in Standard 17 regarding how the needs of pupils from ethnic minorities need to be recorded in greater detail. However, care staff were knowledgeable about the care needs for individual pupils from different racial backgrounds.

Pupils who spoke with inspectors stated that they considered that they were consulted about the school operation and were involved in its development.

It must be noted that the older pupils were not available to speak to at the time of this inspection. A risk assessment had identified that it was not feasible for building work to continue with all the pupils on site. It was therefore decided to request that the older pupils not to attend school for the period of time the cranes were being used on the building site.

**Standard 3 (3.1 – 3.11)**

The school and staff respect a child's wish for privacy and confidentiality so far as is consistent with good parenting and the need to protect the child.

**Key Findings and Evidence****Standard met?**

2

The inspectors' noted that good practice was in place in relation to how the school managed confidentiality and privacy concerning information about pupils. Records were kept securely and the staff team were aware of the boundaries of confidentiality. No pupil made any comment regarding how aspects of privacy and confidentiality were met by staff.

The pupils used towels to cover themselves when moving to and from the bathrooms in the residential areas. It was observed by the inspectors that this lessened their dignity and privacy. It is suggested that the school provide towelling robes for use by pupils in order that they can observe their dignity and self-respect. Please note the senior management team welcomed this suggestion.

There were some telephones available within the school and pupils often had mobiles that they could use at set times to call friends and family.

Please see the Standards on premises for more information regarding privacy and dignity. During the inspection there were incidents involving pupils using their mobile telephones, with camera facilities, to video inappropriately and the school staff reported that there had been other incidents where pupils have been found to be carrying implements that could be classified as dangerous. With these issues in mind it is asked that the school develop a 'search and possession' policy and procedure.

Not all pupils had access to lockable space for personal possessions the standard of some of the furniture will be noted in more detail within the premises Standard 24. This will be remedied when the new residential premises are completed but the school should consider how best secure facilities could be offered to young people in the meantime.



**Standard 4 (4.1 - 4.8)**

**Children know how and feel able to complain if they are unhappy with any aspect of living in the school, and feel confident that any complaint is addressed seriously and without delay.**

**Key Findings and Evidence**

**Standard met?**

**2**

A policy and procedure for dealing with complaints was in place. The 'Opening Doors' document detailed the complaints procedure and was available within the school. It also referenced that a complainant could contact their independent school visitor and/ or the Commission.

The policy requires expansion to ensure that the Standard is met in full, for example the documentation include the types of complaint that can be made and that covers how staff training in complaints will be completed. In addition the change of name from the National Care Standards Commission to the Commission for Social Care Inspection and the local CSCI telephone number needs to be added to any documentation, as required.

It was good to see that both pupils and parents felt able to make written complaints to the school. However in school records where pupils' responded yes to the question 'are you satisfied with the outcome of the complaint?' no other information was provided; such as who had discussed this with them and why they were satisfied. It is recommended that the school provide the detail of the pupil's response and seek their signature to denote outcomes agreed. Within the detail of an outcome to a complaint there was not always a clear conclusion as to whether the complaint was substantiated/ partially substantiated or not substantiated therefore the grid below was not completed.

It is further recommended that staff receive training or additional training in dealing with complaints as some staff were not able to name the outside agencies they were able to complain to nor were they clear about the aspects of staff training regarding complaints as set out in Standard 4.4.

**Number of complaints about care at the school recorded over last 12 months:**

X

**Number of above complaints substantiated:**

X

**Number of complaints received by CSCI about the school over last 12 months:**

0

**Number of above complaints substantiated:**

0

## CHILD PROTECTION

The intended outcomes for the following set of standards are:

- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.
- Children are protected from bullying by others.
- All significant events relating to the protection of children accommodated in the school are notified by the Head of the school to the appropriate authorities.
- Children who are absent without authority are protected in accordance with written guidance and responded positively to on return.

### Standard 5 (5.1 - 5.12)

There are systems in place in the school which aim to prevent abuse of children and suspicions or allegations of abuse are properly responded to. These are known and understood by all staff (including junior, ancillary, volunteer and agency staff).

#### Key Findings and Evidence

#### Standard met?

2

The school had a child protection policy in place and the 'Opening Doors' document made it clear that the safety and well being of any child is paramount. The school's policies and procedures require review to ensure they meet all the Standards in Appendix 1 of the Residential Special Schools National Minimum Standards. The review of the policies and procedures and inclusive staff training will enable the school to increase the levels of consistency in this area. In addition a Whistle Blowing Policy should be included within the School's Child Protection Policy. The policy should make clear reference to any relative policies, such as staff discipline policies, and identify that where child protection allegations are made about staff this may entail them being suspended. The Commission strongly recommends that where allegations are made against staff it is in the best interests of staff and pupils that that member of staff does not continue to work at the school until this matter is resolved. Once reviewed the child protection procedures should be submitted to the Area Child Protection Committee for consideration.

Members of staff who spoke with inspectors were knowledgeable about child protection matters and procedures and child protection matters that arose during the inspection were dealt with appropriately.

New staff to the school did not always receive immediate training in child protection policies and procedures. In order to ensure a consistent approach to child protection the school must ensure that all new staff; including those working at the school but employed by another organisation, for example, the health authority, receive training in child protection. Further to this recommendation the school should review all non-teaching staffs' understanding of child protection and review when they last undertook training.

**Number of recorded child protection enquiries initiated by the social services department during the past 12 months:**

5

**Standard 6 (6.1 - 6.5)**

The school has, and follows, an anti-bullying policy, with which children and staff are familiar and which is effective in practice. Where possible children in the school contribute to the development of the policy.

**Key Findings and Evidence****Standard met?**

1

The school had a policy regarding bullying and this was also noted in the 'Opening Doors' document. The bullying policy requires revision to include procedures for the staff team to follow and thereby improve consistency of approach. The procedure must include the requirement to take action, report and document clearly any and all bullying that takes place. Those young people who spoke to the inspectors described a high level of bullying; the inspectors also witnessed a number of incidents involving low level bullying. Staff and visiting professionals also highlighted bullying as a significant issue for the school.

Discussions with the staff and pupils also revealed that staff responses to bullying were at times inconsistent and minor bullying not always addressed. Pupils also reported that bullying was a major concern for them and the level of bullying led to their feeling unsafe within the school environment. These feelings have created a situation where the pupils are increasing their levels of aggression in response to being bullied by others.

However there was evidence of some good practice developing, for instance, friendship counselling and mediation training taking place.

On a further positive note inspectors would report that there was more awareness that at the last inspection of the effects of bullying and efforts were being made to address these issues for example the introduction of the no smoking policy was in part response to the effects smoking had on bullying within the school.

The inspectors however concluded that bullying remained of major concern. The staff did not always identify issues of bullying and respond appropriately. The inspectors consider that a detailed action plan must be prepared which would address the issues raised in this report and further embed the developments to counteract and deal with bullying within the school. For example staff training be in place to address the issues of bullying that highlights the need to respond to minor bullying incidents and to report and document the details. The areas of good practice, such as friendship counselling are made more widely available by increasing those members of staff who are trained. Provision of anger management groups, restorative justice approaches and mediation may also be beneficial to the pupils. Staff and management were already mooting some of these ideas and preparing to put them into action however the Commission considers it is essential to the positive development of the school that bullying be addressed successfully and this be given a major emphasis within the school.

The school may also find it helpful to use the good relationships that they have with parents to include them in a proactive approach to seeking ways to reduce bullying at all levels within the school and assist the children to feel safer within its environs.

The information grid below is not completed, as not all pupils were present during the inspection. However as already stated a high number of pupils reported bullying to inspectors.

Inspectors also note that the standard of premises within the school have major impact on the levels of bullying that occur and therefore recognise that the changes to the premises are

also essential to the implementation of any anti-bullying strategy plan the school adopt.

**Percentage of pupils reporting never or hardly ever being bullied**

X %

**Standard 7 (7.1 - 7.7)**

All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.

**Key Findings and Evidence**

**Standard met?**

3

The Head Teacher ensured that notifications that met Standard 7.2 of the Residential Special Schools National Minimum Standards were provided to the Commission for Social Care Inspection. Information was available to the inspectors to evidence that Social Workers and parents were informed of serious incidents.

**NUMBER OF THE FOLLOWING NOTIFIED TO CSCI DURING THE LAST 12 MONTHS:**

- **conduct by member of staff indicating unsuitability to work with children**
- **serious harm to a child**
- **serious illness or accident of a child**
- **serious incident requiring police to be called**

1
0
0
0

<b>Standard 8 (8.1 - 8.9)</b>		
The school takes steps to ensure that children who are absent from the school without consent are protected in line with written policy and guidance.		
<b>Key Findings and Evidence</b>	<b>Standard met?</b>	<b>3</b>
<p>The school had a policy and procedure in place for when young people went missing. The policy is advised to be reviewed to ensure there is greater clarity between what is policy and procedure. However, staff understood the actions they were required to take should a young person go missing.</p> <p>Seven incidents of pupils absconding from the school had been reported and all had been responded to appropriately.</p>		
<b>Number of recorded incidents of a child running away from the school over the past 12 months:</b>		<b>7</b>

## CARE AND CONTROL

The intended outcomes for the following set of standards are:

- Children have sound relationships with staff based on honesty and mutual respect.
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff response to inappropriate behaviour.

### Standard 9 (9.1 - 9.8)

Relationships between staff and children are based on mutual respect and understanding and clear professional and personal boundaries which are effective for both the individuals and the group.

Key Findings and Evidence	Standard met?	2
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Relationships viewed, between care staff and pupils during the evening and early morning, were warm and the pupils received consistent messages from the care staff. For example the care staff offered the pupils clear boundaries and dealt appropriately with any issues as they arose over the evening. Care staff were noted to give great thought to their interactions with young people and how this might affect the outcomes, both long and short term to their relationship and ability to support the young people.

Also relationships observed between teaching staff and pupils were also seen to be generally good and positive. Inspectors spoke with some teachers during the inspection who proved knowledgeable about and committed to providing positive role models for pupils. Please also see comments made in Standard 10- Paragraph 2.

Staff were effectively deployed throughout the school during the inspection. This enabled staff to respond quickly when and where necessary to events, which required additional support. The use of internal communication handsets was noted to provide a positive means in getting the right staff to help defuse, or deal with, any potential situation quickly.

It was recognised that the high levels of minor and major bullying impacted on relationships between staff and pupils especially during the day. It would be beneficial for all new staff to receive training in positive care and control as soon as is practicable in order to ensure that. The inspectors wish to note that no pupil made adverse comments about any staff member, either teaching or care staff during the inspection. Their main concerns related to the premises and the level of bullying which occurred.

Please also see comments in Standard 10- Paragraph 2. This detail forms the reason that this standard was awarded minor shortfalls rather than be met.

**Standard 10 (10.1 - 10.26)**

**Staff respond positively to acceptable behaviour, and where the behaviour of children is regarded as unacceptable by staff, it is responded to by constructive disciplinary measures which are approved by the Head of Care.**

**Key Findings and Evidence**

**Standard met?**

**2**

The school had policies and procedures in place regarding discipline and sanctions. The policy on behaviour management refers to the school day and pupils can only be rewarded on behaviour that occurs during the day. The procedure offers clear advice to teaching staff as to what action they may take with a disruptive pupil this advice does not extend to the care staff team. However, in practice care staff use this as guidance. The Head Teacher confirmed that the policy was used across the board with staff and that staff are expected to follow this policy. The behaviour policy should be reviewed to ensure this accurately reflects in all circumstances that this covers care staff and the twenty four hour period.

Those young people who spoke to the inspectors were aware of the policies and procedures including the use of restraint. The policy offered the opportunity for consistency of staff practice but this was not always clearly being implemented. For example the inspectors observed a particular incident involving a staff member; the inspector reported this immediately to the Head Teacher who responded appropriately to the information given. The pupils were able to discuss with inspectors those times they were held (restrained) and why this might happen. Most reported that this was done appropriately.

Whilst the young people spoken to were clear regarding the school's behaviour policy the inspectors observed a number of behaviours during the course of the day that were of serious concern. There were incidents involving disruptive behaviour and others that involved violent behaviour between pupils. The pupils also spoke of inconsistent staff responses to their behaviours. They acknowledged that their behaviours were, sometimes unacceptable but stated that the inconsistencies in staff responses, also at times, left them feeling unsafe.

In addition the recording of physical interventions was not consistent within differing recording systems used by the school. The physical intervention records showed 34 interventions of which 5 were prone, the significant incident records showed 17 incidents 7 of which led to prone restraints. The Head Teacher stated that these discrepancies were due to changes in their methodology of recording incidents and records were produced to verify this. However this was not easily discernable to readers and therefore the Head Teacher agreed to place a preface to the physical intervention book to make clear the revised process and when this had taken effect. It was pleasing to note that records produced by the Head Teacher indicated that the use of restraints was in decline within the school and that there were monitoring systems within the school to review restraints, sanctions etc.

## **QUALITY OF CARE**

**The intended outcomes for the following set of standards are:**

- **Children experience planned and sensitively handled admission and leaving processes.**
- **The school's residential provision actively supports children's educational progress at the school.**
- **Children have ample opportunity to engage in purposeful and enjoyable activities both within school and in the local community.**
- **Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.**
- **Children are provided with healthy, nutritious meals that meet their dietary needs.**
- **Children wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.**



**Standard 11 (11.1 - 11.6)**

**Admission and leaving processes are planned and agreed with the child – and as appropriate, with parents and carers and placing authorities – as far as possible and handled with sensitivity and care by those concerned.**

**Key Findings and Evidence**

**Standard met?**

**1**

As stated earlier in this report the 'Opening Doors' document contained the school's admissions process and the inspectors also viewed a draft admissions policy.

The parents, pupil and Head Teacher signed a home/school agreement that clearly identified the expectation of the school and the pupil.

Two of the teaching staff had developed an excellent induction plan for new pupils and this was to become a permanent part of the induction process. New pupils were introduced to the school by named teaching staff and they remained responsible for those pupils throughout the period they stay at the school. This process is expected to improve not only induction but also the pupil's transition at the time of leaving the school. However, the school does need to develop a formal leaving policy for the pupils, in terms of good practice the leaving policy would benefit from highlighting the planned process for pupils following on from the induction. It was also positive to note that one of the Parent Governors to the school had telephoned all new parents at the beginning of the year to make personal contact with them and provide them with a link to the Governors of the School.

The school held regular reviews, emergency reviews; where problems required a multi-agency assessment, risk assessment and agreement.

The school's admission criteria remained an area of significant concern. As stated previously the Head Teacher had been proactive in attempting to seek agreement from the Local Education Authority for a clear admissions statement regarding the assessed needs of referred children. Further detail is required from the admissions statement to ensure that the school is able to safely meet the assessed needs of pupils and to reduce the level of violence that was present during the inspection. However, in practice it must be noted that the Head Teacher was taking action to ensure that admissions did not include those with extensive needs which she viewed the school could not meet.

**Standard 12 (12.1 - 12.7)**

Care staff and the school's residential provision and activities actively contribute to individual children's educational progress, and care staff actively support children's education, ensuring regular attendance, punctuality and a minimum of interruption during the school day.

**Key Findings and Evidence****Standard met?**

3

The care staff team that inspectors met at the time of this inspection were found to be a dedicated team who had young people's best interests at heart. They offered the pupils a consistent approach to behaviour.

The team considered themselves as an integral part of the overall infrastructure of the school and identified areas where they worked closely with the teaching staff. For example they attended pupil focus meetings and regular whole staff team meetings to ensure good levels of information sharing and decision-making and they were influential in enabling residential pupils to complete set pieces of homework.

**Standard 13 (13.1 - 13.9)**

Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.

**Key Findings and Evidence****Standard met?**

3

The care staff team worked well together to provide a range of activities during the course of the evening. They offered the pupils a choice and were able to support those who later felt unable to take part in the activity they had previously chosen.

The range of activities on the evening of the inspection included cooking, use of the trampoline and pool. The pupils are also given the opportunity to go out on planned trips to local amenities. The relationship between the boarding pupils and the care staff team was seen to be warm and responsive.

**Standard 14 (14.1 - 14.25)**

The school actively promotes the health care of each child and meets any intimate care needs.

**Key Findings and Evidence****Standard met?**

2

The inspector was pleased to see that a number of staff had received training from an external training provider in the safe handling of medication. New procedures had been produced to provide staff with detailed guidance and to promote consistency within the school, however they did not detail the self-medication by pupils nor the auditing undertaken by the senior care team.

Clear records were kept of the receipt, administration, refusal of medication, return to pharmacy and supply to parents of any prescribed medication. The use of all prescribed medication was closely audited. Detailed records were kept of the administration of first aid and any non-prescribed household remedies, together with the reason for the administration. Parental consent had been obtained for the administration of a limited list of non-prescribed household remedies, kept by the school, to the pupils.

All medication was stored securely, with prescribed and non-prescribed medications stored separately. There was no medication requiring cool storage in stock. A medication

refrigerator, with thermometer was provided for the storage of such medication should any be prescribed.

Controlled drugs were stored in a locked metal first aid cupboard that did not comply with the Misuse of Drugs (Safe Custody) Regulations 1973. It is strongly recommended that a Controlled Drugs cupboard, complying with the Misuse of Drugs (Safe Custody) Regulations 1973, be provided as part of the school's current refurbishment. The use of Controlled Drugs was closely audited and whilst the recording system in place did not strictly comply with the requirements for Controlled Drugs record keeping the audit system in the school would provide a means of detecting any loss and tighter auditing systems could be implemented if needed.

The system for supplying medication to parents must to be reviewed. Medication was not supplied to parents in the original labelled containers as received from the pharmacy but was transferred into a different labelled container by the staff. The secondary dispensing of medication by staff should be avoided. The standard of administering medication from the original labelled container, as received from the pharmacy, is set in order to minimise the number of steps in the procedure of administering medication and to thus reduce the potential for the occurrence of errors. When medication is supplied by the school the first choice must always be to send the medication in the original labelled container. Where, following a documented risk assessment, this is not deemed to be the appropriate procedure then systems must be put in place to ensure that the correct medication is given to the pupils at all times. This will require that a written procedure for any medication transfer to be made.

No pupils were administering their own medication at the time of the inspection. However, the right of pupils to take responsibility for their own medication was acknowledged by those staff with whom this was discussed. There was no written procedure in place to support pupils in taking responsibility for their own medication should this be appropriate for any of the pupils.

The health records of pupils were seen and it was noted that the information had not been updated formally from the time of admission to the school. The school needs to implement a health action plan for pupils, to update the plan at regular intervals and ensure that any allergies or particular health need is noted in full with an action plan including any specialist provision. It is further recommended that the school review its filing systems to ensure that information remains accessible to those staff who work with the pupils and ensure they are kept advised through documented changes and written reports regarding The school works to identify but needs greater support of specialist agencies.

The school should also develop a written policy to promote the health of the pupils and involve specialists as required, for example speech therapy and occupational therapy.

**Standard 15 (15.1 - 15.15)**

Children are provided with adequate quantities of suitably prepared wholesome and nutritious food, having regard to their needs and wishes, and have the opportunity to learn to prepare their own meals. Where appropriate special dietary needs due to health, religious persuasion, racial origin or cultural background are met, including the choice of a vegetarian meal for children who wish it.

**Key Findings and Evidence**

**Standard met?**

2

The kitchen area was clean and tidy and there was evidence of fresh fruit and vegetables on site. The inspectors evidenced menus over a period of four weeks and noted that there was some ability to make changes in response to requests from the pupils. The kitchen staff kept clear records of fridge and freezer temperatures. Pupils gave a variety of comments about the standard of food provided, some considered it was good, most reported that it was ok and a few that it was not good at all.

The inspectors found that no clear information was kept regarding what the pupils actually ate, this was a concern particularly where the pupils may have had specific dietary needs or food preferences that may over a longer term affect their health or well being. The inspectors discussed the need for a partnership approach with a dietician to ensure that the school monitors and records the dietary needs and intake of the pupils. It would also be beneficial for the school to provide the pupils with information on healthy eating and the staff with training to enable a consistent message to be provided to pupils.

Whilst not within the remit of this inspection it was noted that a number of the day pupils arrived at school without having eaten breakfast. The school provided day pupils with a cereal bar snack on a Monday in order that pupils had something to eat before starting lessons. The inspectors question whether pupils' behaviours were at times linked to the lack of a proper breakfast and therefore had a negative impact on their abilities to manage being in school. The inspectors note that the management had been looking at the potential reasons for pupils' behaviours and again suggest the support of a dietician may assist in clarifying whether food intake prior to arriving at school has a significant effect on pupils' behaviours. The provision of a breakfast club may be one way of alleviating this issue and improve the transition for all pupils into the learning day, which would in turn assist boarders in maintaining their behaviour throughout the school day.

**Standard 16 (16.1 - 16.7)**

Children are provided for adequately on an individual basis and encouraged to exercise their own preferences in the choice of clothing and personal requisites. Children who require assistance to choose what they wear and/or how they spend their money are provided with the assistance they need, in a way which maximises their choice.

**Key Findings and Evidence**

**Standard met?**

2

The senior pupils were not at school at the time of this inspection. A risk assessment by the Head Teacher of the building works taking place led to their remaining at home for a period of time and this coincided with the inspection. Therefore any evidence found can only include the younger pupils.

Pupil's pocket money was not assessed on this occasion.

The pupil group seen by the inspectors wore smart school uniform during the day a decision that they had been consulted on. After school the pupils changed into their own clothing and were able to choose what they wished to wear.

As stated previously the pupils do not always have a lockable personal space and this affects what the pupils may choose to retain at the school with regard to personal requisites.

With regard to the choice of clothing bathing caused some concern for the inspectors. Please see comments in Standard 3.

## CARE PLANNING AND PLACEMENT PLAN

The intended outcomes for the following set of standards are:

- Children have their needs assessed and written plans outline how these needs will be met while at school.
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.
- There are adequate records of both the staff and child groups of the school.
- In accordance with their wishes, children are able and encouraged to maintain contact with their parents and families while living away from home at school.
- Children about to leave care are prepared for the transition into independent living.
- Children receive individual support when they need it.

### Standard 17 (17.1 - 17.8)

There is a written placement plan specifying how the school will care for each boarding pupil in accordance with his or her assessed needs, the school cares for that child in accordance with that plan, monitors progress in relation to that plan, and updates that plan as necessary.

Key Findings and Evidence	Standard met?	2
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The pupil's files sampled by the inspectors contained a copy of their Statement of Educational Need. The Statement identified the pupil's needs and how the school would meet them. The school's care plans should be reviewed to ensure they always fully identify a pupil's needs. For example pupils at the school included those from an ethnic minority and files need to identify clearly ethnic minority group, dietary needs, religion and other basic details required to ensure that the needs of all pupils are to be met. Care plans need clearer evidence as to why boarding is the best option for those children who are either boarding or plan to board at the school and how this provision is to be assessed.

Some care plans did not include all the pupils' health needs and how they would best be met. For example one pupil was identified as self-harming, no information had been provided as to what form this took or how he was to be supported. Other children had allergies that needed medical support; no health action plan was in place for these pupils. Each pupil has a link worker and regular reviews are held that inform the care plan and Statement of Educational Need. The pupils are involved in their own care planning and reviews.

As advised in Standard 14, the school need to develop health action plans for all those pupils who require one and to ensure the information contained within the plans is made available to staff that need to know. As with all other aspects of the school pupils should also be included in the development of such plans. The plan will enable the school to ensure a holistic view of the pupils in their care.

**Standard 18 (18.1 - 18.5)**

Each child has a permanent private and secure record of their history and progress which can, in compliance with legal requirements for safeguards, be seen by the child.

**Key Findings and Evidence****Standard met?**

2

At the time of the inspection pupil's files were being held in separate areas of the school. The information being held across separate files could lead to information being missed and may have significant implication for particular pupils. For example one file noted the name of a parent but not a contact point or whether there were issues relating to contact with the pupil. The school needs to review its policy and consider alternative filing options. The addition of a front sheet or profile of each pupil placed in each individual file would be of benefit.

**Standard 19 (19.1 - 19.3)**

The school maintains clear and accurate records on the staff and child groups of the school, and major events affecting the school and children resident there.

**Key Findings and Evidence****Standard met?**

2

Each of the staff had a personnel file containing the information required under 19.2 of this Standard.

Evidence provided in Standards 14,15,17 and 18 of this report strongly indicate that other records required within this Standard were not kept as recommended. Constructive discussion with the Head Teacher at the time of the inspection indicated how these Standards might best be met and recommendations have been made to that end.

**Standard 20 (20.1 - 20.6)**

Subject to their wishes, children are positively encouraged and enabled by the school to maintain contact with their parents and other family members (unless there are welfare concerns) while living at school.

**Key Findings and Evidence****Standard met?**

3

Meetings with the staff at the school, discussion with pupils and documented evidence reflected that the school assists and support its pupils to maintain contact with their parents.

Where for any reason the pupil's parent/s were not involved with their care the pupil's carers were actively involved. It was pleasing to note good relationships and sharing of information with parents, carers and pupils.

**Standard 21 (21.1 - 21.2)**

Where a pupil is in care and will be leaving care on leaving the school, the school agrees with the young person's responsible authority what contribution it should make to implement any Pathway or other plan for the pupil before the pupil leaves school. These arrangements are in line with that young person's needs, and the school implements its contribution where feasible from at least a year before the pupil is expected to leave care or move to independent living. The school works with any Personal Advisor for the child.

**Key Findings and Evidence****Standard met?**

9

At the time of the inspection no pupil was leaving care.



**Standard 22 (22.1 - 22.13)**

**All children are given individualised support in line with their needs and wishes, and children identified as having particular support needs, or particular problems, receive help, guidance and support when needed or requested.**

**Key Findings and Evidence**

**Standard met?**

**2**

The school had a mental health project worker in post at the time of the inspection, their role being to identify the needs of the pupils. It is strongly recommended that this project enable the provision of a long-term post for a child mental health support worker. The present post holder is doing some one to one work but the premises in their present condition are not conducive to this work.

A partnership social worker and Script Worker were also in post and had been able to provide support to a number of the pupils. The inspection indicated that regular meetings with the Head Teacher or Deputy would benefit this group of staff.

Concern was also raised with inspectors about the availability of space for the supporting specialist staff to work from. The Head Teacher acknowledged that this is not as satisfactory as in the past but that changes had had to be made due to a need for teaching accommodation. However, it must be noted that a small classroom next to the library is made available for the partnership social worker and a telephone has been installed in this room. The new build will free up space within the school and the inspectors advise the school and specialist staff to agree where a room for their use would be best located in the new arrangements.

Discussions by the inspectors with the pupils and staff indicated that the pupils generally receive the support they needed. It is recommended however that all de-briefing sessions with pupils are documented and recorded in their personal file.

It is recognised that the school is working with pupils who have a very wide range of needs and that this presents a challenge to the provision of support. With this in mind the school manages to support and offer guidance to pupils in a warm and friendly manner.

The school assembly reflects the ethnic diversity of the pupil group and staff team. The school would benefit from undertaking a quality assurance review of Standard 22 throughout the school and producing an action plan on which to build.

The Head Teacher is also developing link groups of inter-agency departments to review how together the school can meet young people's needs in a proactive manner. This is to be commended.

## PREMISES

The intended outcomes for the following set of standards are:

- Children live in well designed, pleasant premises, providing sufficient space and facilities to meet their needs.
- Children live in accommodation that is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.
- Children are able to carry out their ablutions in privacy and with dignity.
- Children live in schools that provide physical safety and security.

### Standard 23 (23.1 - 23.9)

The school is located, designed and of a size and layout that is in keeping with its Statement of Purpose. It serves the needs of the children and provides the sort of environment most helpful to each child's development, and is sufficient for the number of children.

Key Findings and Evidence	Standard met?	1
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The present premises remained in a poor state and there has been no change in their condition since the last inspection.

New buildings were being built to provide accommodation for the boarders and it is hoped that they will be ready for use by the commencement of the new school year in September 2005. Any delay in this provision must be notified to the Commission. The pupils spoken to at the time of this inspection were very clear about their need for privacy and dignity and discussed at length how they feel about the current provision and how they are looking forward to being able to move.

The inspectors were given to understand that Phase Two of the building work was to begin soon after the inspection. This part of the plan is to re-furbish the entry area of the school. It is imperative that this work goes ahead. At the end of the second inspection day a pupil broke a large pane of glass in the foyer area. The removal of the large panes and the reduction in the size of the foyer and entry area will have a positive impact on the pupils' self esteem and pride. The present entry does not offer a pleasing aspect to any person entering the grounds or building.

Please also see comments in Standard 25 regarding toilets.

The school must supply the Commission for Social Care Inspection (CSCI) with a plan to include additional toilet facilities as part of Phase Two of the works. The plan must be with the CSCI by the beginning of September 2005 to assure the Commission that the work required has been agreed and is going ahead.

The continuing lack of privacy in the dormitories and shower areas for the pupils was felt to sustain any lack of self-esteem and self worth the pupils may be feeling.

**Standard 24 (24.1 - 24.19)**

The school provides adequate good quality and well-maintained accommodation for boarding pupils, which is consistent with their needs.

**Key Findings and Evidence****Standard met?**

1

At the time of this inspection there had been no change from the last inspection. However, as noted in Standard 23, building work was taking place and new accommodation is planned to be in place by September 2005.

The staff and pupils had made every attempt to make the present accommodation appear homely and comfortable. The privacy of the current boarding accommodation remains inadequate for the pupils needs. The lack of any lockable space, broken wardrobe doors, ineffective showers in some areas and the overall décor of the boarding areas remains a priority for action.

It was pleasing to note the progress being made and the enthusiasm of the pupils and staff to see the completion of the new building.

**Standard 25 (25.1 - 25.7)**

The school has sufficient baths, showers and toilets, all of good standard and suitable to meet the needs of the children. The school has appropriate changing and washing facilities for incontinent children where necessary.

**Key Findings and Evidence****Standard met?**

1

As with Standards 23 and 24 there has been no change since the last inspection and the new accommodation presently under construction is expected to raise the provision to the standard required.

Whilst there are an adequate number of showers and sinks provided in the present accommodation they remain unsatisfactory. The poor level of privacy, lack of ability for pupils to control the temperature in some of the showers and the fact that some showers had an inadequate water flow remain a concern. The areas were however kept clean. Water temperatures are controlled at a thermostatic source at 60%, checks for Legionella had been made and documented evidence seen by the inspectors.

There were only two flushing toilets and two urinals available in one toilet area for the whole school during the day. Pupils were unhappy at the lack of provision and the inspectors felt that the additional locking of the doors to reduce vandalism and graffiti did nothing to promote the well being of the pupils. Additional toilets for use during the day by all pupils must be provided. The provision of these toilets must not affect the remaining building work and must be provided in conjunction with the planned changes and not instead of.

**Standard 26 (26.1 - 26.10)**

**Positive steps are taken to keep children, staff and visitors safe from risk from fire and other hazards, in accordance with Health and Safety and Fire legislation and guidance.**

**Key Findings and Evidence**

**Standard met?**

**1**

Risk assessment was a high priority within the school and the management of risk was a daily event for the Head Teacher as the building works progressed. The methodology and thought given to preventing risk was considered to be well implemented. Fire Risk Assessments had been completed and copies passed to the Commission for Social Care Inspection. The school may wish to consider the provision of fire resistant duvet covers. The inspectors are aware of the new non-smoking policy however; this additional safety precaution may be useful.

On arrival on the second day the inspectors had difficulty in gaining access to the building. There are no doorbells and gaining the attention of staff was problematic. The inspectors were told that the new residential premises would be provided with adequate door bells etc. However until such time as the new build is in use the school is advised to consider what actions need to be taken to ensure that visitors to the school are able to make their presence known. There was also some concern about the time at which the school premises were locked in the evening. During the course of the evening of the first day of the inspection it was noted that the building remained open for some time before being locked down for the night. Although the care staff were very active and attentive to the pupils during this time it is possible that a pupil who wished to abscond could do so or that unauthorised access to the school could occur. Inspectors note that when the new block is in action this will alleviate much of this concern however strongly recommend action is taken to take alleviate the above named concerns in the interim period.

Externally there was little provision of security lighting, for security reasons the school must provide a greater amount of external lighting to act as a preventative to those who should not be on site and as a safety device for those seeking to find their way after sunset. It is recommended that these issues be addressed as part of Phase Two of the building works.

The stair banisters also need attention to improve the safety of pupils. There are long drops from the top of the stairs where pupils may fall should they make attempts to slide down the banisters. It is suggested that where possible safety devices be fitted to reduce the possibility of using the banisters to slide down.

Of further immediate concern was pupils' access to roofs of the school. Staff reported that they were highly concerned when this occurred and considered that especially where a group of pupils accessed roofs together this was of extreme risk. Action had been taken previously to try and decrease access for example; the use anti-vandal paint and boards to block access, the boards had a very limited life span and only one remained in place. The school will be asked to take immediate action to reduce the potential for young people to access the roofs of the school in order to address this matter.

In addition the inspectors were concerned to note that access by pupils to all unsuitable sites on the internet occurred. Records showed this had occurred in the past and during the

inspection one inspector noted a young person accessing an unsuitable website then covering this up when staff approached. This was reported to staff at the time of inspection, but concerns remain that the security systems in place at the school does not provide an adequate level of cover. The school must contact their IT department to have them reconfigure the settings in place to ensure adequate filtering of inappropriate sites without permitting access to appropriate sites.

## STAFFING

The intended outcomes for the following set of standards are:

- There are careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers
- Children are looked after by staff who understand their needs and are able to meet them consistently.
- Children are looked after by staff who are trained to meet their needs.
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.

### Standard 27 (27.1 - 27.9)

Recruitment of all staff (including ancillary staff and those employed on a contractual/sessional basis) and volunteers who work with the children in the school includes checks through the Criminal Records Bureau checking system (at Standard or Enhanced level as appropriate to their role in the school), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

### Key Findings and Evidence

### Standard met?

3

The staff files seen by the inspectors evidenced recruitment records as meeting the required Standards. Criminal Records Bureau (CRB) checks were in place for all staff.

**Total number of care staff:**

12

**Number of care staff who left in last 12 months:**

0

**Standard 28 (28.1 - 28.13)**

The school is staffed at all times of the day and night, at or above the minimum level specified under standard 28.2. Records of staff actually working in the school demonstrate achievement of this staffing level.

**Key Findings and Evidence**

**Standard met?**

2

It was pleasing to see a coherent team with a strong identity working with the pupils. The staff spoken to during the inspection saw themselves as being able to work together effectively, this was evidenced during the inspection through meetings and discussions amongst the staff and by reports from pupils.

The care staff are to be commended for their work with the pupils in the evening, they worked hard to maintain a fast response to issues which occurred and manage change effectively. This demonstrated that they understood when times of greater conflict might occur and took appropriate action to reduce potential problems that might occur. The staff team stated that they were very positive about their roles and the level of communication within the school.

The care staff establishment was adequate for the evening of the inspection and the Commission would recommend that staffing levels do not fall below that provided. The staff plan must therefore have 3,3 + 2 with one supernumery member of staff as a minimum requirement. It is further recommended that the Head Teacher undertake a review of all the boarding pupils in order to ensure that staffing levels are adequate to their needs. For example does the pupil need 1:1, 2:1 or 3:1 staffing to meet their assessed needs? The care staff group also worked well as a care team and stated that they were able to openly discuss how to support each other as well as the pupils they were responsible for. This assisted in ensuring that pupils individual and group needs were met.

It is suggested that on duty managers during the day provide the formal handover to the evening staff team on duty and that this handover include brief recorded notes of that meeting.

**Standard 29 (29.1 - 29.6)**

**Staff receive training and development opportunities that equip them with the skills required to meet the needs of the children and the purpose of the school.**

**Key Findings and Evidence****Standard met?****2**

The school offered a wide variety of training to staff including a graduate training scheme for teaching staff. The range of training and qualification amongst the staff include Play Therapy, friendship counselling, restorative justice and dealing with bullying. It is suggested that the school review the number of staff required throughout the teaching day. The review to be based on the same process as noted in Standard 28. Care staff were also being put forward to undertake NVQ III training in caring for children and young people.

As already noted it is suggested that an increase in the number of staff able to provide friendship counselling and restorative justice would assist the school to deal more effectively with the significant bullying taking place within the school.

The management team noted with inspectors that the number of training days provided for all staff was in line with guidance for 'ordinary schools'. Inspectors were concerned that this did not adequately take into account the range and complexity of subjects for training, which a Residential Special School inevitably has. The school is advised to take this matter up with the Local Authority who were stated to provide guidance about such matters.

**Standard 30 (30.1 - 30.13)**

**All staff, including domestic staff and the Head of the school, are properly accountable and supported.**

**Key Findings and Evidence****Standard met?****2**

All staff apart from the Head of Care had received supervision on a three weekly basis, staff appraisals took place six monthly. The Head Teacher agreed that supervision for the Head of Care would reach the required standard therefore no recommendation about this matter is made. The staff stated that they were able to discuss their needs including that of training. The provision of supervision and appraisal more than met the standard required.

The Head of Care may benefit from external support regarding their role such as attending regular Heads of Care Meetings. This would assist with further professional development.

The staff were not always clear how their own needs after an incident with a pupil were met. For example staff reported that they did not always receive a de-briefing session with a senior member of the staff team. It is suggested that this be offered to staff as a part of the school procedures and a record of this discussion or the fact it had been declined placed on the member of staff's file.



## ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- Children receive the care and services they need from competent staff.
- Children enjoy the stability of efficiently run schools.
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.

### Standard 31 (31.1 - 31.17)

The school is organised, managed and staffed in a manner that delivers the best possible childcare

#### Key Findings and Evidence

#### Standard met?

3

The management of the school remained well organised and the business of the school was conducted well. The Head Teacher and the staff team continued to seek advice, consultation and research to ensure that the pupils received the best care possible. It should be noted that the senior management team were depleted during the year and this had constrained the school in meeting all of the recommendations of the last report and in constrained the management team in taking forward many issues relating to the operation of the school.

The inspectors noted the dedication of the management team to providing good quality care. One of the strengths of the Head Teacher was in using data to inform practice and create action plans to meet issues identified from the data. The action plans contained specific criteria and timescales in order to best assess how their efficacy can be measured. This formed the basis for continual review and for a quality assurance system.

The inspectors would also note that the aspects of concern highlighted within this report continued to affect the ability of the Head Teacher to tackle issues effectively and until the premises have been refurbished to an acceptable standard will continue to adversely affect the positive management of the school.

Within the school three of the twelve members of the care team have gained a NVQ III level qualification in Caring for Children and Young People or equivalent. In addition three other staff are undertaking the NVQ III. Therefore the school hopes to have at least 50% of staff trained to the level required in Standard 31.4 within the year. This will mean that there is a deficit in the standard required that 80% of staff reach have a qualification in Caring for children and young people by 2005 which the management should consider how they will rectify. In addition the inspectors note that admission to courses has been impeded by the depletion of the senior management team and that courses and the necessary assessors have not always been available. The standard is met as the inspectorate deems that this needs to be reached by the end of 2005.

The Head Teacher and Head of Care worked co-operatively with inspectors during the inspection which enhanced their ability to understand the operation of the school in detail.

**Percentage of care staff with relevant NVQ or equivalent child care qualification:**

25 %

**Standard 32 (32.1 - 32.5)**

The Commission for Social Care Inspection is informed within 24 hours if a receiver, liquidator or trustee in bankruptcy becomes responsible for the school. Such persons on becoming responsible for the school have ensured that the school continues to be managed on a day to day basis by a Head who meets recruitment and qualification requirements for a Head under these Standards. Such a temporary Head must make sure that the operation of the school meets the requirements of these standards in relation to the day to day running of the school.

**Key Findings and Evidence****Standard met?**

3

The school had mechanisms in place to ensure that all the records in 32.2 were monitored regularly.

**Standard 33 (33.1 - 33.7)**

The governing body, trustees, local authority, proprietor or other responsible body receive a written report on the conduct of the school from a person visiting the school on their behalf every half term.

**Key Findings and Evidence****Standard met?**

4

The monthly visits and reports required in Standard 33 and undertaken by Surrey County Council identified many of the same issues raised by this inspection. In particular the inspectors concerns regarding the recording of sanctions, the number of toilets and the provision of soap for hand washing. The latter having been resolved by the time of this inspection. The person visiting the school on behalf of Surrey County Council also reviewed the physical intervention and sanctions records.

The staff reported that the reports were at times strongly worded but they were generally found to be helpful. The reports continue to demonstrate the writer's familiarity with the Residential Special Schools National Minimum Standards.

**PART C**

**LAY ASSESSOR'S SUMMARY**

**(where applicable)**

**Regulatory  
Inspector  
Regulation  
Manager**

**Ruth Coler**

**Sally-Anne Floyd**

**Signature**

**Date**

**PART D****HEAD'S RESPONSE****D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.**

We would welcome comments on the content of this report relating to the Inspection conducted on 24 & 25 January 2005 and any factual inaccuracies:

Please limit your comments to one side of A4 if possible

**Action taken by the CSCI in response to Head's comments:**

Amendments to the report were necessary

YES

Comments were received from the provider

YES

Head's comments/factual amendments were incorporated into the final inspection report

YES

Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate

YES

**Note:**

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

**D.2 Please provide the Commission with a written Action Plan by 27 May 2005, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.**

**Status of the Head's Action Plan at time of publication of the final inspection report:**

Action plan was required

YES

Action plan was received at the point of publication

YES

Action plan covers all the statutory requirements in a timely fashion

YES

Action plan did not cover all the statutory requirements and required further discussion

NA

Na

Provider has declined to provide an action plan

NA

Other: <enter details here>

NA

**D.3 HEAD'S AGREEMENT**

**Head's statement of agreement/comments: Please complete the relevant section that applies.**

**D.3.1 I \_\_\_\_\_ of \_\_\_\_\_ confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.**

**Print Name** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Designation** \_\_\_\_\_

**Date** \_\_\_\_\_

**Or**

**D.3.2 I \_\_\_\_\_ of \_\_\_\_\_ am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:**

**Print Name** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Designation** \_\_\_\_\_

**Date** \_\_\_\_\_

**Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.**

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