



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Starhurst School

**Chart Lane South
Dorking
Surrey
RH5 4DB**

Lead Inspector
Joseph Croft

Announced Inspection
13th June 2006 02:00

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at www.dh.gov.uk or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

Every Child Matters, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

SERVICE INFORMATION

Name of school	Starhurst School
Address	Chart Lane South Dorking Surrey RH5 4DB
Telephone number	01306 883763
Fax number	01306 885951
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Surrey County Council
Name of Head	To Be Confirmed
Name of Head of Care	Mr Steve Wilson
Age range of residential pupils	11 to 16 years
Date of last welfare inspection	08/12/05

Brief Description of the School:

Starhurst School is a Local Education Authority maintained school providing day places, weekly boarding and part boarding for boys aged 11 to 16 years who have severe emotional and behavioural difficulties.

Pupils attending the school have complex and challenging needs. Many will have experienced breakdowns of previous educational placements and have had periods out of formal education, prior to attending Starhurst.

SUMMARY

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

This inspection was announced and was undertaken on the 13th and 14th June 2006. Mr Joe Croft and Mrs Kerry Fell undertook the inspection. The inspection was an announced inspection, which means that the school was given short notice that the inspection was going to take place.

As part of the inspection process a pre-inspection questionnaire was submitted to the Commission For Social Care Inspection Surrey Local Office.

Discussions took place with the head teacher, head of care, deputy head of care and the health and safety officer. Interviews were conducted with the care team and a group of pupils. Samples of the school policies, procedures and records were inspected. Three pupils records were sampled.

Nineteen standards were inspected on this occasion, and an additional recommendation has been made in regard to Standard 7 due to evidence found; please see the section on 'Staying Safe'. A tour of the premises was not undertaken during this inspection although observations were made during evening activities on the lodges.

The findings of this inspection were positive with evidence of a good standard of care being provided to the boarding pupils. The care team was viewed to be committed and professional in their approach to caring for the pupils. Pupils spoke in a positive manner about the care they receive from the staff in the boarding provision.

Pupils were clear of the expectations of them, and were aware of the reward systems in place at the school.

Policies and procedures were in place and generally gave clear guidance to the reader. Records sampled were appropriately maintained.

Pupils' rights are promoted within the school, and their concerns and complaints are acted upon. Pupils stated that their views are noted and taken into consideration.

Questionnaires were sent to the parents' of boarding pupils. However, only two responses were received.

What the school does well:

Privacy and confidentiality of information is respected and promoted by all staff. The welfare of pupils is promoted by the school's practice with regard to child protection. Countering bullying is paramount within the ethos of the school. The school has regard for ensuring that staff and pupils physical safety and security are safeguarded. The school has a written policy for the event of a pupil being absent without authority. Care staff have an input into pupils'

education and learning progress. Link workers provide satisfactory support to pupils.

The school attends to the health and medical matters of boarding pupils, and ensures that pupil and staff physical safety and security are safeguarded.

The school actively encourages pupils to maintain contact with their parents throughout the week and staff had a caring and competent manner. The school is appropriately managed and conducted in a style that provides a safe environment for boarding pupils.

What has improved since the last inspection?

The school has addressed the two welfare recommendations from the previous inspection. On the day of the inspection the head of care informed the care team that the lockers for boarding pupils had arrived in the school but have not been provided to the pupils as yet.

What they could do better:

The school must notify the Commission For Social Care Inspection Surrey Local Office of all serious incidents affecting the school.

Further work was required to ensure that the procedures included all of the information required by Appendix One of the National Minimum Standards for Residential Special Schools.

The school must hold a clear policy and procedure with regard to the use of physical intervention that reflects current practice.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office.

DETAILS OF INSPECTOR FINDINGS

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Being Healthy

The intended outcomes for these standards are:

- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.(NMS 14)
- Children are provided with healthy, nutritious meals that meet their dietary needs.(NMS 15)

JUDGEMENT – we looked at outcomes for the following standard(s):

14

Quality in this outcome area is **good**. This judgement has been made using available evidence including a visit to this service.

The school promotes the health and medical needs of pupils.

EVIDENCE:

Pupils board at the school from Monday to Friday and return home at weekends and school holidays. Each pupil is registered with a local GP.

Parents provide a written medical history when their child first attends the school. The deputy head of care, who has the overall responsibility for medical matters at the school, stated that a request would be sent to parents at the end of the summer term for medical records to be updated.

Information in regard to allergies are maintained by the school, the deputy head of care confirmed that the kitchen had a list of pupils with specific food allergies.

Parents had given written consent for their child to receive homely remedies whilst boarding at the school.

The school had a medication policy and procedure that was followed by staff administering medication, and a copy was available in the Residential Manual, which gave guidance on the recording, administering and disposal of medication. During discussions, staff confirmed they had received training in the care of medicines and first aid.

Records sampled of medication administered to pupils were appropriately maintained, however, one record had an error in the recording. The deputy head of care resolved this at the time of the inspection.

On the day of the inspection the storage of medication was found to be satisfactory. It was observed that there was a large stock of paracetamol kept

by the school. The school is advised to seek further guidance in regard to this, and to consider reducing the amount of paracetamol kept.

The school has satisfactory arrangements for each pupil to receive medical, optical and dental treatment whilst accommodated at the school. Parents can choose to have dental treatment undertaken when their child is at home. The school promotes the health of children through the PSHE studies in class, and opportunities are provided for further discussions with their link workers and visiting professionals. Information in regard to healthy eating is displayed in the school dining room. Evidence was observed of staff encouraging pupils to eat appropriate healthy foods.

The deputy head of care confirmed that termly monitoring checks are undertaken on first aid boxes used throughout the school.

During discussions, staff stated issues of personal hygiene, where necessary, are dealt with in a sensitive manner to avoid undue attention to pupils concerned.

Staying Safe

The intended outcomes for these standards are:

- Children's privacy is respected and information about them is confidentially handled.(NMS 3)
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.(NMS 4)
- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.(NMS 5)
- Children are protected from bullying by others.(NMS 6)
- 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.(NMS 7)
- Children who are absent without authority are protected in accordance with written guidance and responded to positively on return.(NMS 8)
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.(NMS 10)
- Children live in schools that provide physical safety and security.(NMS 26)
- There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

JUDGEMENT – we looked at outcomes for the following standard(s):

3, 4, 5, 6, 7, 8, 10, 26, 27

Quality in this outcome area is **adequate**. This judgement has been made using available evidence including a visit to this service.

The school addresses pupils' complaints. Policies, procedures and practice with regard to the absence of a pupil, complaints, maintenance of privacy and confidentiality, health and safety and selection and vetting promotes the pupils' welfare. Countering bullying is paramount within the ethos of the school. Staff knowledge and practice in Child Protection and physical intervention promotes child welfare, however, further work is required to the policies. Notifications had not been made as required.

EVIDENCE:

It was evident from the conversations with the staff that privacy and confidentiality was promoted within the school. All members of staff met were aware of the importance of only sharing information on a need to know basis, and files were held securely.

Guidelines with regard to safe working practice, working with children on a one-to-one basis and the management and sharing of records were available within the residential manual. All staff had signed agreement with this document.

The pupils confirmed that they were able to use the telephone in private, however they did state that they had to ask staff permission to gain access to a school telephone. This did not unduly concern the pupils, and most pupils had access to a mobile telephone.

Telephone numbers for a range of external agencies, independent people and support help lines including Childline and the Commission For Social Care Inspection Surrey Local Office were displayed prominently around the boarding area.

Staff guidance for when it may be necessary to search a pupils possessions and how this would be undertaken are also recorded within the residential manual.

It was noted during the sampling of records that the Commission For Social Care Inspection Surrey Local Office had not been notified of a serious incident that necessitated the police being called. The school must notify the Commission For Social Care Inspection Surrey Local Office of all serious incidents affecting the school, as detailed within Standard 7 of the National Minimum Standards for Residential Special Schools.

Pupils stated during discussions that they would write their complaints on a complaint slip and post it in the complaint/listening box, which was monitored each day by the head of care. Pupils stated that complaints are always addressed by the head of care, who discussed their concerns with them, and then provided a written response detailing the outcome of the complaint. These were evidenced during the inspection. Please also see comments made under Standard 2 within this report.

The school had a written complaints policy and procedure that met with the National Minimum Standards for Residential Special Schools.

Pupils received a leaflet about boarding at Starhurst, which included information on how to make a complaint. It also provided details and telephone numbers of external agencies and help lines pupils could contact, including contact details for the independent advocate.

Pupils stated that they would talk to their link workers if they were concerned or unhappy.

Written records of complaints made to the school were evidenced at the time of the inspection. These records included details of the name of the person making the complaint, the date of the complaint, the nature, action taken and the outcome of the complaint.

There was only one recorded complaint since the previous inspection in December 2005.

The school had a written policy for the event of a pupil being absent without authority. This detailed clear guidance on the procedures to be followed, and the persons to be contacted. The policy stated that on the pupils' return to the school, they must be provided with the opportunity to discuss the reasons why they absconded. The policy also stated that if the reason for absconding was due to a child protection issue, this would be passed on the Child Protection Liaison Officer for the school.

The school maintained written records of incidents of pupils absconding.

Although the child protection procedures held by the school were found to be clear and easy to use, further work was required to ensure that the procedures included all of the information required by Appendix One of the National Minimum Standards for Residential Special Schools, for example the inclusion of a statement as to what measures may be necessary to protect pupils following a disclosure.

Staff met during the inspection had a clear understanding of how to respond to a disclosure from a pupil. Staff also confirmed that in-house child protection training was provided on a "rolling" basis and that they had all received regular updates. This evidenced that although there were gaps within the written procedures, staff had a clear awareness of the Surrey Area Child Protection Committee procedures; and their practice and training was underpinned by current good practice.

The training programme shown to the inspectors was detailed and included practice scenarios, and all staff completed an awareness questionnaire following this training.

The child protection procedure was linked to the school's safe working practice policy, which reflected the schools adherence to whistle blowing procedures, and the care team code of conduct policy.

The inspectors were advised that a separate procedure was available with regard to allegations made against members of staff, and this was made available during the inspection.

Countering bullying was paramount within the ethos of the school. The schools procedures directed staff on how to respond to incidents of bullying.

Pupils stated that although they recognised that bullying did take place within the school, that they were confident in the response of staff to incidents of bullying. Pupils confirmed that they were aware that staff supported both the victim and the bully.

Incidents of bullying were recorded in the pupil's weekly record and in the daybook. The anti-bullying co-ordinator kept a record of these incidents for monitoring purposes.

Link workers keep parent's informed about incidents of bullying during their weekly update phone calls, and the school informs parents of their child's involvement in bullying incidents after the child has been linked with three consecutive incidents of bullying.

Countering bullying is discussed as part of a number of school meetings including the school counsel meetings, family meetings, and staff team meetings.

A range of countering bullying posters are displayed throughout the school, and the inspectors were shown copies of teaching booklets that had been purchased for use by the care team.

Questionnaires had been sent out to the pupils with regard to bullying, and the data from these questionnaires will be used to develop a countering bullying day for the new academic year.

The inspectors were advised that the school had undertaken a similar day five years ago, and the school had won an award for the CD and book of poems produced by the pupils as a result of this day.

Posters were displayed around the school, which advised pupils of how they could raise concerns.

The countering bullying co-ordinator kept a file of up-to-date information with regard to countering bullying which could be shared with parents. The school was also in the process of considering how they might introduce peer support/monitoring. The Head teacher was due to attend a meeting on the day of the inspection with regard to countering bullying.

The School is commended for its work with regard to countering bullying.

A behaviour management policy was available that detailed the acceptable sanctions that could be used within the school. The behaviour management policy detailed what responses staff should take with regard to unwanted behaviour. This included a chart about how staff should act in relation to different levels of behaviour. Pupils felt that in general sanctions given to them were fair. Sixteen sanctions had been logged since the last inspection. The sanction log was well maintained and contained details of the outcome of the sanction. Pupils had countersigned these records on all occasions.

Conversations with the boarding team, the Head teacher and pupils identified that when boarding pupils were put on report during the school day they would be sent to bed early. The head teacher stated that this was fair, because boarding was a privilege not available to all pupils, and that whilst boarding the school and its staff team had in loco-parentis responsibility for the pupils, and must therefore promote acceptable behaviour. The head teacher further stated that the use of "on report" should never be a long-term solution and therefore should not result in early bedtimes for a number of consecutive nights. Although the inspectors understood the rationale for this, the school would be advised to review further with both staff and pupils, the use of sanctions that differ for day and boarding pupils.

The school behaviour management ethos was to use positive approaches, for example the use of positive phrases and positive feedback to promote desirable behaviour.

The school uses the positive options programme of behaviour management and physical restraint. Pupils were aware that they may be restrained, and understood in what circumstances and why staff may use restraint. Pupils were clear that staff were not trying to hurt them during incidents of restraint and in essence felt safe. However, the school's behaviour management policy refers to a separate physical restraint policy, this was not available to the inspectors, and the Surrey County Council physical intervention policy available was not current. The school must hold a clear policy and procedure with regard to the use of physical intervention that reflects current practice.

Pupils also confirmed that they were spoken to following any incident of restraint.

The school has in place a format for monitoring and evidencing the recruitment procedures as recommended at the last inspection, and therefore this requirement has been met.

The school uses an approved other body which is a part of Surrey County Council to undertake CRB checks. The offices of this body were inspected earlier in the year by CRB. There was some concern regarding the lack of responsibility that Head Teachers retained in deciding whether an applicant's CRB was satisfactory for them to work at the school. This matter is being

discussed with Surrey County Council and following a resolution to the discussions recommendations may be made by the CSCI.

The school had taken positive steps to ensure pupils and staff were safe from the risk of fire and other hazards. The school had a Health and Safety policy which was available to staff.

The new residential lodges had recently been completed, and therefore new fire detecting appliances and equipment had been installed. Fire risk assessments were viewed and showed evidence that these had been updated on the 7th June 2006. The last recorded evacuation was conducted in May 2006. The fire extinguishers were due to be serviced on the 16th June 2006.

The annual servicing certificates for the gas, boilers and electrical equipment were evidenced during the inspection. The portable electrical appliance testing was completed on the 27th April 2006.

Risk assessments for areas of the school and boarding lodges were evidenced. The head of care and care staff undertook risk assessments for evening activities.

The person responsible for the maintenance of the school stated that the hot water was thermostatically controlled, and termly checks were undertaken on the temperature of hot water outlets.

Enjoying and Achieving

The intended outcomes for these standards are:

- The school's residential provision actively supports children's educational progress at the school.(NMS 12)
- Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

JUDGEMENT – we looked at outcomes for the following standard(s):

12, 22

Quality in this outcome area is **good**. This judgement has been made using available evidence including a visit to this service.

Care staff support pupils' educational progress. Link workers provide satisfactory support to pupils.

EVIDENCE:

Link workers supported pupils' educational progress through the supervision of homework, and contributed further by writing reports and attending annual reviews. Care staff also supported pupils in the classroom as part of their duties. During discussions, care staff confirmed that they worked closely with teachers in promoting the educational needs of the pupils.

Homework took place between 17:00 and 17:30 hours. Homework sessions were cancelled on the day of the inspection partly so inspectors could meet with the pupils, and partly because of other events taking place that day.

The role of the link worker was clearly defined in the residential manual; one of these responsibilities included contribution to the end of term reports.

Where specialist support services were required for pupils, evidence was available to show that these had been requested. Examples given to the inspectors by members of staff evidenced that staff were committed to ensuring that referrals to specialist support services were followed up.

The school had appointed a part time Children and Adolescent Mental Health (CAMHS) worker to the team, and a speech and language therapist who attends the school once a week. Where a recommendation had been made for

a pupil to receive specialist therapeutic support (if they so wished), the staff team had followed this through. The school had access to a range of community based therapeutic teams.

Arrangements had been made to ensure that an Independent listener was available to the pupils after the existing independent visitor from SCRIPT finished working for the school. The contact details for the current independent listener were displayed around the school.

Personal, health, social and sex education was mainly taught during school by the teaching staff, however care staff confirmed that they are aware of when specific topics were being taught and that they ensured that they had relevant information available, and were open to any questions that may be brought up by the pupils.

Pupils were supported following incidents within the school, and evidence of this was available.

A range of documents were available to ensure that the school meets the specific needs of the pupils. Pupils met during the inspection were independent and only required friendly verbal prompting to undertake personal care.

Making a Positive Contribution

The intended outcomes for these standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way the school is run. No child should be assumed to be unable to communicate their views.(NMS 2)
- Children have sound relationships with staff based on honesty and mutual respect.(NMS 9)
- Children experience planned and sensitively handled admission and leaving processes.(NMS 11)
- Children have their needs assessed and written plans outline how these needs will be met while at school.(NMS 17)
- 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.(NMS 20)

JUDGEMENT – we looked at outcomes for the following standard(s):

2, 17, 20

Quality in this outcome area is **excellent**. This judgement has been made using available evidence including a visit to this service.

The school excels at consulting with pupils, and promotes contact between pupils, their families and significant others. Standard 2 was considered to be exceeded. The ethos of the school promotes and encourages children to make decisions and choices about their lives and the way the school is run.

EVIDENCE:

The school provided suitable means for pupils to make their views known through weekly lodge meetings and the school council. During discussions pupils stated they could also use the complaint/listening forms to propose new ideas, or any matter that was affecting their daily lives.

Pupils stated that they could talk to their link workers who would listen to their views and opinions in regard to their daily lives; this was confirmed during discussions with the staff team. Evidence was observed during the evenings of choices being offered to pupils, including a choice of activities they wished to partake in.

Pupils attended their annual reviews and put forward their opinions about their lives.

Staff advised the inspectors that the pupils boarding at the school were all British White. However, staff stated that the school was beginning to work on diversity and promoting awareness of other cultures. Staff stated that one-day each half term pupils were provided with information in regard to different cultures, and a celebration of a relevant cultural event/festival was undertaken. At the time of the inspection, the school was using the World Cup football competition to promote awareness of other cultures.

The school had a Diversity Policy and an Equal Opportunities Policy, copies of which are included in the residential manual.

The inspectors were of the opinion that the school provided pupils with opportunities to be consulted on the events that affect their daily lives.

Pupils' records were held either in the main school file or in the boarding file. Most information about pupils needs were held within the Statement of Special Educational Need.

Boarding files were observed to contain individual boarding assessments that covered social skills, attitude towards peers, attitude towards adults, lodge routine, activities and an additional section that identified risk assessments. The files also contained records of targets for the pupil, which covered education; cognition and learning; behaviour, emotional and social targets; and physical, sensory and non-educational targets. The link worker uses these documents and the pupil's IEP to ensure that the pupil's needs are identified and met.

At the time of the inspection the care team demonstrated an understanding of the child's specific needs.

The school actively encouraged pupils to maintain contact with their parents throughout the week. Pupils confirmed that they are allowed to use the school telephone or their mobile telephones to contact their parents, and that staff allowed them to do this in private.

Pupils stated that if they received letters during the week they could read them in private.

The school had a written policy in regard to 'Pupil Contact,' which provided clear guidance to staff. The policy stated that restrictions would be imposed on contact with parents and/or other family members if these were made by a court order, or pupils were put at risk of significant harm.

During discussions, staff confirmed that pupils could meet with their parents and other professional visitors in private.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Children can 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.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

JUDGEMENT – we looked at outcomes for the following standard(s):

EVIDENCE:

These standards were not inspected as part of this key inspection.

Management

The intended outcomes for these standards are:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.(NMS 1)
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both the staff and child groups of the school.(NMS 19)
- Children are looked after by staff who understand their needs and are able to meet them consistently.(NMS 28)
- Children are looked after by staff who are trained to meet their needs.(NMS 29)
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.(NMS 30)
- Children receive the care and services they need from competent staff.(NMS 31)
- Children and staff enjoy the stability of efficiently run schools.(NMS 32)
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.(NMS 33)

JUDGEMENT – we looked at outcomes for the following standard(s):

1, 28, 31, 32

Quality in this outcome area is **good**. This judgement has been made using available evidence including a visit to this service.

The school is appropriately managed and conducted in a manner that provides a safe environment for boarding pupils. A caring staff team meets the needs of the pupils.

EVIDENCE:

The school has a Statement of Purpose, which provided information in regard to the care principles and boarding practices of the school. The Statement of Purpose included a mission statement and a residential statement of intent. This was last reviewed in May 2006.

The headmaster stated that the school prospectus was currently being written, and would be completed by the end of the summer term 2006, a copy of this should be forwarded to the Commission For Social Care Inspection Surrey Local Office once completed.

The care team consisted of the head of care, deputy head of care, one senior residential childcare officer (RCCO), one unit leader, three RCCOs and two waking night staff. The head of care stated that a further two RCCOs have been appointed and will take up their posts in September 2006.

The care duty rota was evidenced, and on the days of the inspection there were sufficient numbers of staff on duty. During evening observations, staff were appropriately deployed in the two lodges. Observations evidenced positive and relaxed relationships between staff and pupils, and both parties were listening and responding to each other in an appropriate manner.

The head of care is due to complete the NVQ level 4 by the end of June 2006. On the day of the inspection the rest of the care team either hold NVQ qualifications and/or are currently undertaking NVQ training.

During discussions, staff confirmed that they received regular formal supervision and an annual appraisal from the head of care.

The head teacher stated that he had completed training in regard to providing formal supervision; the inspectors were aware this had been undertaken in March 2006. The head teacher stated that he would now arrange formal supervision and appraisal with the head of care.

Evidence was seen throughout the inspection that senior staff of the school monitored appropriate records on a half termly and termly basis.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

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

"X" in the standard met box denotes standard not assessed on this occasion

"N/A" in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	3
15	X

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
3	3
4	3
5	2
6	4
7	2
8	3
10	2
26	3
27	3

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
12	3
13	X
22	3

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
2	4
9	X
11	X
17	3
20	3

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	X
21	X
23	X
24	X
25	X

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
18	X
19	X
28	3
29	X
30	X
31	3
32	3
33	X

Are there any outstanding recommendations from the last inspection? No

RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1.	RS7	The school must notify the Commission For Social Care Inspection Surrey Local Office of all serious incidents affecting the school.	14/06/06
2.	RS5	Further work was required to ensure that the procedures included all of the information required by Appendix One of the National Minimum Standards for Residential Special Schools.	14/07/06
3.	RS10	The school must hold a clear policy and procedure with regard to the use of physical intervention that reflects current practice.	14/07/06

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